

A STUDY TO DETERMINE THE DELINQUENCY PRONENESS OF FIVE SELECTED GROUPS
OF NEGRO PUPILS ENROLLED IN THE SEVENTH GRADE AND ONE GROUP
OF ADJUDGED DELINQUENTS IN FULTON COUNTY, GEORGIA

368

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BY
ALICE HOLMES WASHINGTON

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CHAPTER I

INTRODUCTION

Rationale.-- Counseling is one of the newer areas in education. Its relation to other divisions is close, but it is emerging as a separate profession where concentration on a study of the individual and every area of the child's life is taken into consideration when guidance is given on any problem. Guidance is essential in the modern school because of the increasing complexity of our civilization and the presence of all classes and types of students, creating a situation often too difficult and broad in scope for the classroom teacher to handle, in addition to teaching or other responsibilities.

Today's guidance worker faces the challenge offered by the heterogeneous group which characterizes the modern school. It has been estimated that twenty-two million children were in the nation's grade schools during 1951-1952, a figure representing ninety-eight per cent of those required by law to be in school. Over seven million or eighty-two per cent of the boys and girls, aged 14-17 are in school, this in contrast to an enrollment of only a half a million or about ten per cent in 1900.¹

The problems these larger and more varied groups impose on guidance workers, teachers and administrators, are manifold, for, as one can logically deduce, social pressures on family, community and administrative groups, bringing about increased school population, have likewise manifest themselves in the youth groups comprising the population of our schools.

¹Sturges Cary, (ed.), New Challenges to Our Schools (New York, 1953), p. 13.

One of the most far-reaching of these problems affecting youth is that of juvenile delinquency, which, according to the United States Children's Bureau, has increased 19 per cent between 1948 and 1952. Although few students of the delinquency problem are prone to cite specific and single causative factors, it is felt that individual maladjustment, stemming from innumerable reasons, is a principal factor noted in most delinquency cases.

Adjustment represents a compromise between the needs of the individual and the demands of the society in which he lives. Individual tendencies must be restricted and channeled in certain directions if the person is to function as a member of the social organism. This process of socialization begins early and continues late in life. White¹ feels that the delinquent does not accept the process of socialization, but either actively or passively resists the socializing process with the result that his behavior remains insufficiently controlled by the demands of society.

Delinquent behavior may mean to the child an escape or flight from a tense and unpleasant situation; unhappiness and bitterness can perhaps be drowned only by intense excitement and the running of risks; if delinquent acts are performed with a group, the achievement of recognition and status in the group may constitute the most important meaning; there might be other personal meanings attached to delinquency, but, in general, maladjustment results in anti-social behavior, anti-social behavior often results in delinquency.

The average child, relatively contented at home and at school, is but mildly attracted by delinquent acts. However, the child who is in rebellion against parental or school standards is likely to find delinquency attractive

¹Robert White, The Abnormal Personality (New York, 1948), p. 387.

and satisfying.

There is general agreement that puberty is a critical age from the point of view of personality development and more especially from the point of view of pathological departures. This period, at the termination of childhood, begins what Kanner¹ calls the "second period of resistance" because of simultaneous manifestations of a critical and often resentful attitude toward adults and their standards. Kanner also suggests that progressive emancipation from the home, reaching out into the community, being sucked in by the community problems of social, sexual and theologic orientation offer many possibilities for friction and inner conflict.

Concerted study and action on the overall problem has resulted in many theories as to the most appropriate measures to be taken for delinquency control and prevention. To this point Kvaraceus writes:

A community planning a delinquency prevention program will succeed in developing an individual, effective, and causative attack on the problem to the extent that it can locate for referral and study those children and youth, who, because of personal characteristics and/or environmental background, are highly exposed to the development of undesirable behavior patterns.²

This early diagnosis, foundation for control and prevention, may be the result of school, home or community observation; overt indications of atypical behavior, scores from indices of emotional and social adjustment inventories or other types of measurements. One such instrument of detection, developed specifically to reveal delinquency potentiality, is employed in this study as this writer feels that should such an instrument

¹ Leo Kanner, "Behavior Disorders in Childhood," in J. McVicar Hunt, (ed.), Personality and the Behavior Disorders (New York, 1944), p. 762.

² William Kvaraceus, "Manual of Directions," (Revised), K.D. Proneness Scale and Check List (New York, 1953), p. 3.

assist in the scientific diagnosis of delinquency it would be of inestimable worth to guidance personnel.

Statement of the Problem.-- This study is designed to determine the differences in the relative proneness to delinquency, indicated by the Kvaraceus Delinquency Proneness Scale and Check List, as observed in five selected groups of seventh grade pupils at specified schools in Fulton County, Georgia, and one group of adjudged delinquents, on the same grade level, under jurisdiction of the Fulton County Juvenile Court.

Purposes of the Study.-- The purposes of this study were to answer the following questions:

1. What are the major statistical differences noted between and among the groups?
 - 1.1. In which school is proneness to delinquency of students, as measured by the Kvaraceus instruments highest?
 - 1.2. Is there a significant difference by sex in proneness to delinquency, as measured by the Kvaraceus instruments?
 - 1.3. Which of the five selected schools most nearly meets the degree of proneness indicated by the "adjudged delinquent" group?
2. How does the delinquency proneness ratio found through this testing compare with the present delinquency ratio of Fulton County Negro youth?
3. Are the Kvaraceus Delinquency Scale and Check List valid instruments for use with the populations of which the present samples are representative?

Definition of Terms.-- The term "juvenile delinquent" as used in this study is the accepted definition of the National Probation and Parole

Association.

The words "delinquent child" include: (a) a child who has violated any law of the state or any ordinance or regulation of a subdivision of the state; (b) a child who by reason of being wayward or habitually disobedient is uncontrolled by his parents, guardian, or custodian; (c) one who is habitually truant from school or home; (d) one who habitually departs himself so as to impair or endanger the morals or health of himself or others.¹

The upper age limit for jurisdiction by the Juvenile Court, in Georgia, has been set at seventeen, by the Juvenile Court Act of 1951. The portions of said act relative to this fact state:

The juvenile court shall have original and exclusive jurisdiction concerning any child under 17 years of age living or found within the county who has become involved in a delinquency, or who is dependent or neglected, or whose custody is a question of controversy.

If, in any other court, it shall be ascertained that a child is under the age of 17, the said child, together with all papers, documents and testimony, shall be transferred to the juvenile court.²

The Situation.-- Fulton County, one of the largest populated of Georgia's 159 counties, has a Negro youth population, five through seventeen years of age, of 29,629.³ Two major school systems, the independent Atlanta City Public Schools with 33 schools and the Fulton County School System with 10 regular schools and one special school, together with 5 private schools, offered educational opportunities to an estimated 26,000 Negro boys and girls during the 1951-1952 school term with an estimated 18,500 of this number enrolled in elementary school.⁴

¹ Negley Teeters and John Reinemann, The Challenge of Delinquency (New York, 1950), p. 5.

² W. W. Woolfolk, Annual Report, 1952, Fulton County Juvenile Court, Atlanta, Georgia, p. 3.

³ U. S. Census Population 1950. General Characteristics of Georgia, 1950 Population Census-P-B-11, Reprint of Vol. II, Part II, Chap. B., Table 41, (Washington, 1952).

⁴ All information on the Atlanta Public School System and the Fulton County School System is taken from Annual Reports of the Superintendents filed with the Georgia State Department of Education.

Four of Georgia's sixteen Negro visiting teachers¹ in 1952 were employed in the Atlanta Public Schools, on a system-wide basis. According to statistics compiled from the Superintendent's Annual Reports for the years, 1949-1950, 1950-1951, 1951-1952, these four visiting teachers have worked, primarily through elementary schools, with enrollments of 12,567, 13,649, and 15,607, respectively, for the stated years.

Superintendent's Reports for the years 1949-1950, 1950-1951, 1951-1952 reveal that the Fulton County System employed no Negro visiting teachers, but assigned one of its two attendance officers to work with Negro schools. The Negro elementary school enrollment for this system was 4,810, 5,023, and 2,414 for the stated years, respectively, although the number of schools decreased from thirty-one in 1950 to twenty-five in 1951 and eleven, including one special school, in 1952.

However, the use of guidance personnel in Atlanta and Fulton County school systems is noted in the Annual Reports of the Georgia State Department of Education which reveal that Georgia schools are graduating (from high school) thirty-one per cent of pupils who start in the first grade. Concerning this situation is written:

Many systems that have made administrative provisions for Guidance, notably Atlanta and Fulton (County) find that Guidance services increase holding power at their schools resulting in a lower drop out rate.²

The Atlanta and Fulton County systems are among the relatively few participating units in a program for the education of exceptional children now being developed in Georgia for those "who deviate from what is supposed

¹ Department of Education, State of Georgia, Eightieth and Eighty-First Annual Reports to the General Assembly (Atlanta, 1952), p. 349.

² Ibid., p. 70.

to be average in physical, mental, emotional or social characteristics to such an extent that they require special educational services in order to develop to the extent of their maximum capacity." Classed as "exceptional children" are some 100,697 boys and girls in Georgia with a conservative estimate of 19,515 being children with "behavior problems."¹

Administrative and classroom personnel in both school systems cooperate with the Fulton County Juvenile Court in its multi-phased program,² but examination of Table 1 shows that schools throughout the County rank very low in referrals to this court, accounting for only forty-seven or 2.0 per cent of 2,347 referrals for the period 1949-1952.

The Fulton County Juvenile Court.--- The Fulton County Juvenile Court, as of June 1953, regularly employed six probation officers, two female and four male, to assist Negro youth. Its facilities include: a psychology department which serves the court by diagnostic testing and recommendations for treatment, counseling and psychotherapy, and by consulting with the Judge, probation officers, schools, and social workers of other agencies concerning underlying causes of behavior of the wards of the court; use of the Psychiatric Clinic of Grady Hospital; detention space in the Juvenile Court building, and training schools, provided by the State, for male and female delinquents, medical facilities offering examinations for all youth brought to the attention of the court. The court accepts petitions from any person having knowledge or information that a child is in a state of delinquency, dependency or neglect and makes a preliminary investigation

¹ Department of Education, State of Georgia, op. cit., p. 28.

² Interview with Probation Officer Nelson T. Archer, Atlanta, Georgia, May 15, 1953.

TABLE 1

SOURCES OF REFERRAL OF NEGRO YOUTH TO THE FULTON COUNTY JUVENILE COURT, 1949-1952

	1952			1951			1950			1949			Grand Total
Referred By	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Parents or Re- latives	32	20	52	36	18	54	32	25	57	21	17	38	201
Probation Officer	38	13	51	67	15	82	99	20	119	55	13	68	320
Other Court	3	-	3	3	-	3	1	-	-	-	-	-	7
School Depart- ment	5	-	5	14	4	18	2	1	3	19	2	21	47
Social Agency	-	-	-	2	2	4	2	-	2	1	2	3	9
Individual	12	4	16	16	13	29	14	6	20	44	5	49	114
Self	3	3	6	-	3	3	3	-	3	-	-	-	12
Police	485	75	560	429	59	488	244	36	280	260	45	305	1633
Fire Department	-	-	-	-	-	-	3	-	3	1	-	1	4
Total Completed Cases	578	115	693	567	114	681	400	88	488	401	84	485	2347

to determine the necessity of a formal court hearing. A full and thorough investigation is made if a court hearing is deemed necessary.¹

The Subjects of the Study.-- The 118 non-delinquent subjects used in this study were chosen from three county operated schools, located in suburban areas of Fulton County, and two private schools located within the Atlanta City limits. Random sampling was used in the two larger county schools to obtain groups numbering twenty-five, (fourteen girls, eleven boys) and thirty-three (nineteen girls and fourteen boys) children. An incidental sample at the third county school gave a non-delinquent group of eighteen, eight girls and ten boys. Incidental sampling at the two private schools resulted in groups of twenty-one each; one group having eleven boys and ten girls, the other eleven girls and ten boys. Of the total non-delinquent group, fifty-six are boys, sixty-two are girls.

Teachers at each school were asked to designate "high morale" pupils as rated on the criteria of superior school citizenship, works up to capacity although not necessarily on the honor roll, and exceptionally well thought of by all teachers. A total of fifteen girls and twenty boys, from all schools, received this designation. Teachers were also asked to designate "low morale" pupils rated on these criteria: very poor school citizenship, uncooperative and frequently in trouble; known to be troublesome in and out of school. Five boys and five girls were placed in this category.

Twenty of the twenty-nine adjudged delinquents, on the seventh grade level, under jurisdiction of the Fulton County Juvenile Court were contacted for study. In this number were four girls, or 80 per cent of the

¹ Judge W. W. Woolfolk, op. cit., pp. 2-4.

seventh grade female delinquents and sixteen boys representing 76.19 per cent of the seventh grade male delinquents; meeting the ratio by sex as noted by the Juvenile Court.

The scatter in residence is noticed in the large number of schools attended by the delinquent group; twelve Atlanta Public Schools and two Fulton County Schools. Their offenses include burglary, stealing, shoplifting, destruction of property, ungovernability, truancy and drinking whiskey. The multiplicity of offenses noted in many of this group, disposition of the individual cases and present status of the individual delinquent are recorded in case summaries presented in the Appendix of this study.

The Instruments Used in This Study.--- The two instruments used in this study were the Kvaraceus Delinquency Proneness Scale and Check List¹ designed for simultaneous use in delinquency detection. Of the Scale Kvaraceus writes:

Ideas for the items ... were derived from those areas in which significant differences between delinquents and non-delinquents have been reported in research literature This is not meant to imply that every delinquent differs from every non-delinquent in these areas, since there is always considerable overlapping between the two groups on any one of the variables studied.²

Attempts at validation of the Scale were approached in three ways: (1) analysis of items for differentiation at the five per cent level of confidence for alternative responses by both sexes; (2) analysis of total scale scores for criterion groups such as adjudged delinquents, institutionalized populations of correctional schools, unselected public school

¹William Kvaraceus, K. D. Proneness Scale and Check List (Yonkers, 1953).

²William Kvaraceus, "Manual of Directions," op. cit., p. 3.

children, "high morale" public school children, delinquent and non-delinquent members of the United States Air Force; (3) correlations with other measures where negative correlations indicated substantiation in keeping with the research findings on the behavior patterns of the delinquent.¹

The Scale is attributed as being reliable for use in "spot-checking and survey purposes" on the bases of obtained correlations of .75, .71 and .81, using the Spearman Rank Difference Method in three distinct studies.²

The Check List covering three broad areas: personal factors; environmental factors, home and family; and school factors, has been adapted for use by the class room teacher as well as by any professional workers in contact with the child. Kvaraceus recommends its use only after careful study of all data possible and only in conjunction with the Scale. In addition he writes:

There will not always be complete agreement between the two instruments in identifying a given youngster as probably delinquent, but even children for whom the Scale and Check List results do not agree should receive further attention from the appropriate professional worker.³

The Procedure for Administering the Instruments.-- This writer administered the Scale to all subjects. The non-delinquent school groups were contacted at their schools, during the school day. The adjudged delinquent group was contacted individually and the Scale administered in small groups at the Juvenile Court.

The Check List was completed, in all instances, by teachers, on the

¹William Kvaraceus, "Manual of Directions," pp. 3-6.

²Ibid., pp. 6-7.

³Ibid., p. 8.

basis of cumulative records, observation, home visits and consultation with former teachers and/or principals, and probation officers, assigned to the individual delinquents, from court records, (including school reports, medical records, court testimony,) home visits and other contacts.

All Check Lists and Scales were tabulated and scored by the writer.

CHAPTER II

THE SCOPE OF DELINQUENCY: AN OVERVIEW

Since the final years of the nineteenth century, psychologists, child guidance workers, sociologists, educators and criminologists have constantly striven to develop valid theories relative to the cause, treatment, control and prevention of juvenile delinquency. The amount of written material on the subject is prodigious. Aside from news stories relating to the exploits of delinquents, thousands of articles and dozens of volumes are published each year on the subject. Various agencies on municipal, state and national levels have contributed to this vast store of material, hundreds of studies of large and small groups offering numerous conclusions on many phases of the delinquency problem have been made public. Cabot¹ has published a compiled annotated and selected bibliography on the subject listing 972 references published between 1914 and 1944.

Realizing the formidable task of being selective in citing authorities and conclusions, the present writer has attempted to identify some of the major approaches and attitudes relative to the problem, with concentration on control, prevention, prediction and the role of the school, as discussed in later chapters.

Reckless² writes that contributions to the study of criminal behavior have come from persons representing several disciplines: physiology, biology, psychiatry, sociology, law, economics, history, government, police

¹Phillipe Sidney de Q. Cabot, Juvenile Delinquency: A Critical Annotated Bibliography (New York, 1946).

²Walter C. Reckless, Criminal Behavior (New York, 1940), p. 1.

science, and public welfare and concludes, "If criminology may be conceived broadly as the study of criminal behavior, it is indeed a highly cross-fertilized field of study."

General Theories of Delinquency Causation.-- Glueck and Glueck,¹ perhaps two of the most prolific researchers into problems related to juvenile delinquency concur with Reckless and accept, as do other well known authorities, specific areas of published research to include theories of meteorology contributing through investigations which revealed seasonal and climatic variations in crime and delinquency,² fluctuations in various indexes of economic conditions as related to the ups and downs of crime and delinquency,³ neighborhood areas and conditions as reported by Shaw and McKay,⁴ specific factors of environment and culture such as culture conflict, bad companions, dearth of adequate recreational facilities and the like,⁵ genetic and constitutional origins of persistent criminalism involving

¹ Sheldon Glueck and Eleanor Glueck, Unraveling Juvenile Delinquency, (New York, 1950), p. 4.

² The Gluecks recognize this approach through offerings of the British psychologist, Dr. Cyril Burt, The Young Delinquent (London, 1944), pp. 161-176.

³ W. A. Bonger, Criminality and Economic Conditions, tr. by H. P. Horton, (Boston, 1916), as cited in Glueck and Glueck, op. cit., p. 4.

⁴ C. R. Shaw and H. D. McKay, "Social Factors in Juvenile Delinquency," Report on Causes of Crime, (Washington, 1931) as cited in Glueck and Glueck, op. cit., p. 4; C. R. Shaw, Delinquency Areas (Chicago, 1929).

⁵ William Healy and Augusta Bronner, Delinquents and Criminals, Their Making and Urmaking (New York, 1926); Thorsten Sellin, Culture Conflict and Crime, Social Research Council, Bulletin 41, (New York, 1938) as cited in Reckless, op. cit., p. 10.

variations on the theme of born criminal as in the works of Lombroso,¹ and the psychiatric studies which emphasize psychoses and psychopathic personality as expressed by Karpman and Healy.²

Other approaches have been mainly concerned with physical, mental and personal traits which offenders, as contrasted with non-offenders are supposed to possess. Many such studies have concentrated on mentality and its many facets, including defective mentality, sub-normal intelligence as measured by mental testing, and mental conflict as a basic cause with the delinquency assumed to be a form of discharge for accumulated emotional tension.

Reckless calls attention to the efforts of Kretschmer, in the early 1920's, to associate body-mind types with seriousness of the offense, and also writes of the credulence of endocrinologists who attributed behavior disorders to glandular disfunction.³

Continuing a research project begun in the early 1930's, Sheldon and associates⁴ have released the third volume in a series reporting their findings on the varieties of human constitution and their effect on behavior and personality. This study dissects two hundred delinquents who

¹C. Lombroso, L'Uomo Delinquents, 1876, tr., with modification by H. P. Horton, as Crime, Its Causes and Remedies, Modern Criminal Science Series No. 3, (Boston, 1911), as cited in Glueck and Glueck, op. cit., p. 4.

²Ben Karpman, The Individual Criminal (Washington, 1944), as cited in Glueck and Glueck, op. cit., p. 4; William Healy, The Individual Delinquent (Boston, 1915), as cited by Sophia M. Robison, Can Delinquency Be Measured? (New York, 1936), p. 27.

³W. C. Reckless, The Crime Problem (New York, 1950), p. 25.

⁴William Sheldon, Emil M. Hartl, and Eugene McDermott, Varieties of Delinquent Youth (New York, 1949), p. 40.

were studied over a ten year period and incorporates biographical material with a three-way somatotype photograph to give what Sheldon terms an introduction to constitutional psychiatry which he feels is an attempt to reduce psychiatry to a precise and mathematically exact science.

Another broad classification of theoretical approaches to the study is concerned with adjustment, or the lack of it, as such. White¹ feels that adjustment represents a compromise between the needs of the individual and the demands of the society in which he lives and that individual tendencies must be restricted and channeled in certain directions if the person is to function as a "member of the social organism." This process of socialization begins early and continues late in life; the delinquent does not accept the process of socialization, but either actively or passively resists the socializing process with the result that this behavior remains insufficiently controlled by the demands of society.

The final approach being noted is the family factor, where, in the main, sociologists have striven to determine how family conditions are related to delinquent behavior. The broken home, family size, housing, degree of parental control and sibling relationships have been studied to this end.

After an exhaustive and critical review of major studies and their findings, pro and con, on many of these theories of causation, Luella Cole states, " ... there is no single or simple cause for delinquency. It is a mode of life that arises from a complex set of circumstances, each of which adds its bit to the total picture of maladjustment." Her classic

¹ Robert White, The Abnormal Personality (New York, 1948), p. 387.

summarization¹ of main contributing factors as seventeen in number and fitting a four-fold classification seems to meet the consensus of most researchists into the problem. In further explanation she asserts:

In a single case of delinquency these factors may appear in any of a multitude of combinations. Sometimes a child's stupidity and rebelliousness-present almost from birth-seem to be the main elements that produced his delinquencies. In other instances, a child seems to have started life with normal ability and personality, but the pressures of his environment have distorted his original equilibrium. Some delinquents are frustrated and unhappy, but others seem quite contented with their lives as they are.²

Expressing a similar opinion Sheldon and Eleanor Glueck write:³

Some insight into the causation of delinquency or crime can be obtained from almost any approach that bears a reasonable relationship to the nature of the problem.

Yet it stands to reason that since so little is as yet known about the intricacies of normal human behavior, it is the better part of wisdom not to be overawed by any branch of science or methodology to the neglect of other promising leads in the study of aberrant behavior The problems of human motivation and behavior involve the study of man as well as society, of nature as well as nurture, of segments or mechanisms of human nature as well as the total personality, of patterns of intimate social activity as well as larger areas of social process or masses of culture. They involve, therefore, the participation of several disciplines. Without recognition of such factors, bias must weaken the validity of both method and interpretation.

Of these numerous approaches Lawson Lowery states:⁴

In general, they are characterized by a comparatively narrow attempt at one-to-one correlation, without taking into account the complexity either of human personality or of the situations to which the person must react. Of course, attempts at classifying

¹ Luella Cole, Psychology of Adolescence (New York, 1948), p. 326.

² Ibid.

³ Sheldon Glueck and Eleanor Glueck, op. cit., p. 4.

⁴ Lawson G. Lowery, "Delinquent and Criminal Personalities," Chap. 26 in J. McVicar Hunt, (ed.), Personality and the Behavior Disorders (New York, 1944), p. 798.

people--especially other people--are as old as the human race. The fact that so many theories have been offered to explain delinquent behavior proves the enormous complexity of the problem.

Other authorities accepting similar points of view are Hurlock,¹ Kuhlen,² Carr,³ Teeters and Reinemann.⁴ Pauline Young⁵ aptly writes:

In brief, delinquents are products of their successive social experiences in, and are conditioned by, a highly dynamic process in which social norms and behavior patterns have not been stabilized. Conversely, individual boys and girls are possessed of personal traits and unique experiences which mark them off from other boys and girls. It is in the interaction of the particular individual with a specific cultural and social setting that deviant behavior or delinquency arises. Hence it is quite possible for wholesome individuals to remain such in unwholesome environments and for unwholesome persons to develop in a wholesome milieu. In general, however, delinquency is a resultant of the interaction of traits of a specific individual in a specific community, both of which have unstable factors tending to make for unadjustment. The precise weight to be given each of these factors may vary widely from case to case. It is for these reasons that we cannot formulate any judgment about a delinquent from specific acts of stealing, or truancy, or sex misconduct, or any other overt act. It is essential to know the delinquent as a person in a social environment.

How probation officers feel about delinquency may be noted in this statement attributed to Herman E. Krimmel.⁶

¹ Elizabeth Hurlock, Adolescent Development (New York, 1949), pp. 385-393.

² Raymond Kuhlen, The Psychology of Adolescent Development (New York, 1952), pp. 357-389.

³ Lowell J. Carr, Delinquency Control (New York, 1950), pp. 184-185, 204, 308, 285-288.

⁴ Negley K. Teeters and John O. Reinemann, The Challenge of Delinquency (New York, 1950), pp. 89-90.

⁵ Pauline V. Young, Social Treatment in Probation and Delinquency (New York, 1952), p. 29.

⁶ Herman E. Krimmel, Chief Probation Officer, City-County Juvenile Department of Corpus Christi, Texas. This quotation is taken from the 1948 Annual Report of that department as cited by Janet Ross in "Annual Reports in the Lineup," Focus, The National Probation and Parole Association, Vol. 28, No. 4, July 1949, p. 108.

A delinquent is not a statistic. He is not just a digit in the 'Incidence of Sibling Rivalry,' or a percentage point added to 'Boys and Girls from Broken Homes,' or a part of the other tables so dear to the hearts of social workers. He is first of all a human being, a child trying to find a place in the community. Perhaps he is a child reacting normally to an abnormal situation.

Of the many unilateral approaches to the study of delinquency causation and the more recent trend toward recognition of interrelatedness of these many and varied causes, this writer concludes that modern criminology has taken a very definite turn toward the composite study of the individual. If a contrast can be made between the present-day search for causes of crime and the study of the etiology of crime during the past years, it would be that greater attention is being given now to the study of the offender and less attention to the explanation of crime in general.

Definitions of Delinquency

Just as there have been many approaches noted in the study of delinquency causation, there is also a variance in defining delinquency as adopted by the various disciplines. In addition to the one accepted for this study as listed on page 5, this writer feels that some mention should be made of the others.

The White House Conference of 1930¹ defined delinquency as any juvenile misconduct that might be dealt with under the law. It is of interest that twenty years later, the Midcentury White House Conference on Children and Youth² did not alter this definition, nor substitute another. Instead, Work Group 29, concerned with Children Who Rebel

¹Negley Teeters and John Reinemann, op. cit., p. 5.

²Edward A. Richards, ed., Proceedings of the Midcentury White House Conference on Children and Youth (Raleigh, 1951), p. 247.

agreed, "Delinquency is a legal and not a social term and that rebellion may begin as a healthy expression of normal growth but become anti-social or self-defeating."

Cyril Burt¹ defines delinquency as "occurring in a child" when his anti-social tendencies appear so grave that he becomes or ought to become the subject of official action.

Plant² describes juvenile delinquents as young people who "habitually respond to serious and prolonged frustration in aggressive ways."

Representing the psychoanalytic school of thought Eissler says, "The generic term delinquency is assigned to all thoughts, actions, desires and strivings which deviate from moral and ethical principles," and Szurek feels, "... that in its widest sense, it refers to a child's or adolescent's failure to conform to more or less generally accepted standards of behavior and to a positive rebellion against these standards."³

The previously mentioned study of constitutional make-up conducted by Sheldon and associates contributes the conclusion that delinquency is "behavior disappointing beyond reasonable expectation" and that "true delinquency is biological delinquency which cannot be satisfactorily diagnosed without studying the whole performance of any individual and which should include primarily biographical rather than primarily statistical evaluation."⁴

¹Cyril Burt, op. cit., p. 15.

²James S. Plant, Quoted in The Forty-Seventh Yearbook, National Society for the Study of Education, Part I (Chicago, 1948), p. 9.

³K. R. Eissler, (ed.), Searchlights on Delinquency (New York, 1949), as cited by Martin Neumeyer, "Your Bookshelf," Focus, The National Probation and Parole Association, Vol. 28, No. 4, July, 1949, 125.

⁴William Sheldon, Emil M. Hartl, and Eugene McDermott, op. cit., p. 382.

The National Conference on Prevention and Control of Juvenile Delinquency, called by former Attorney General Tom Clark, in 1946, resolved that "delinquency is a legal concept and a delinquent act is what the state laws and local ordinances say it is." For this reason the Conference did not attempt a blanket definition but chose to define delinquency in terms of specific acts committed by minor persons, viz., stealing automobiles; entering home, stores or warehouses to steal and pilfer; organizing in gangs to steal; destroying property or terrorizing neighborhoods; endangering their own lives and those of others, frequently without intending to do so, by creating fire hazards or tampering with railroad equipment; repeatedly truanting from school; running away from home to seek excitement or to get a job; indulging in sex delinquencies; rebelling against and setting aside parental authority; drinking intoxicating liquors; using drugs; and frequenting questionable places of entertainment.¹

Lou is reported by Young as having compiled specifications as to delinquency garnered from legal statutes of many states. Many of these are repititious allowing the assumption that legal thinking on the basic concept is indeed similar.²

Of these widely divergent descriptions Carr writes:

This vagueness in defining delinquency is administratively highly useful, but for statistical purposes it is almost hopeless. Just how much likeness or difference is there in conduct covered

¹ Proceedings, National Conference on Prevention and Control of Juvenile Delinquency, (Washington, 1946), as cited in Pauline Young, op. cit., p. 12.

² H. H. Lou, Juvenile Courts in the United States, pp. 53-54, as cited in Pauline Young, op. cit., p. 13.

by such an adjective as 'incurable'? How much 'wandering about any railroad yard or track' does a child have to do in order to be regarded as 'habitually' wandering about such places?

The legal definition of a delinquent does not include maladjusted persons who have committed proscribed acts but who have been detected, or when detected have not been apprehended, or when apprehended have not been adjudged delinquent by a court of law.¹

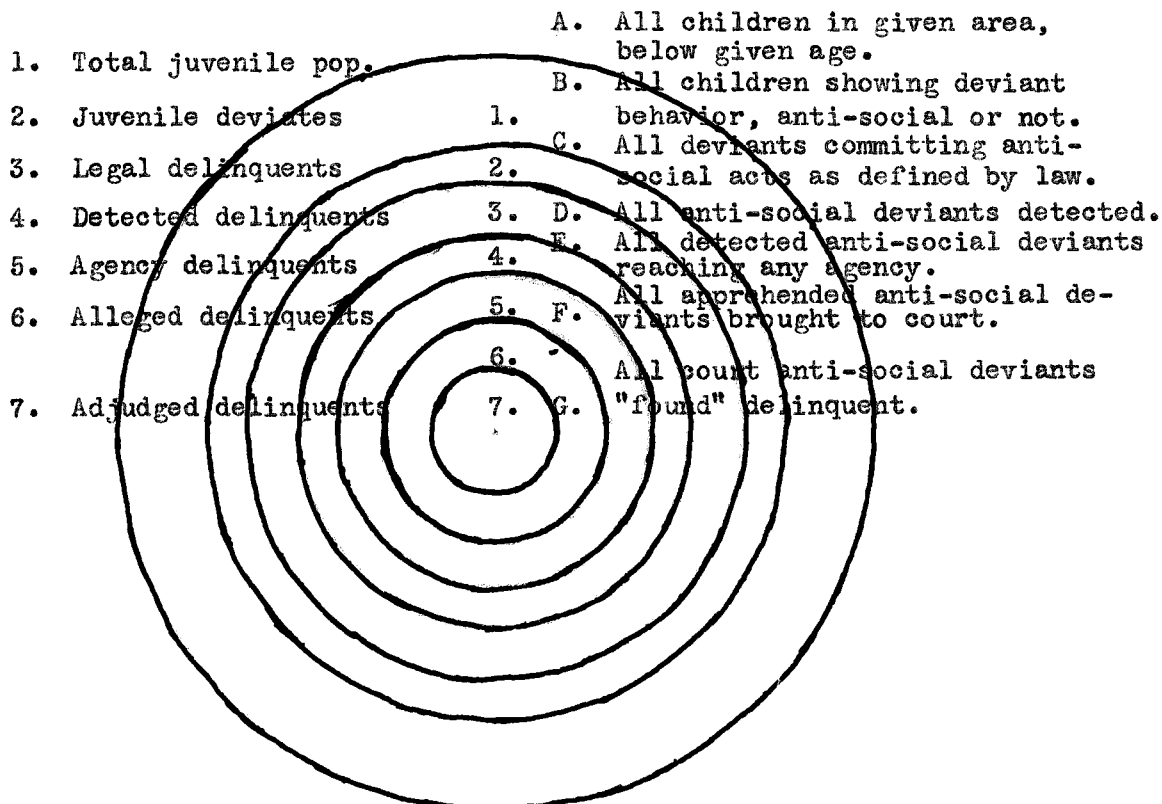
Reasoning such as this results in the often heard remark that delinquents are people who are distinguished from others chiefly in the fact that their behavior has been brought to official attention or the "caught versus uncaught" situation.

Carr explains the figure on page 23 with these remarks: (1) At any given moment in any state, community, or other area, from 2 to 20 per cent of the juvenile population in school can be spotted by their teachers as showing deviant behavior. The percentages vary with the amount of deviation present, the defensiveness of the teachers, the adequacy of the techniques used, and so forth. On the average the percentage of behavior deviates probably approximates 2.5 to 5.0 per cent. (2) Not all of these deviates are anti-social; many are neurotic or psychotic. Hence the number of children who commit acts prohibited by law (Circle 3) is always smaller than the total number of juvenile deviates (Circle 2). But the number who break the law is much greater than the number whose violations are detected (Circle 4) and the number detected is always greater than the number called to the attention of agencies (Circle 5). The number called to the attention of agencies is greater than the number taken to court (Circle 6) and the number taken to court considerably exceeds the number formally found to be delinquent (Circle 7). (3) Adjudged delinquents constitute about 57 per

¹ Lowell Carr, op. cit., p. 234.

cent of the alleged delinquents. (4) Alleged delinquents constitute about 1 per cent of the child population, 10-16 inclusive.¹

An interesting comparison of delinquent terminology is noted in Figure 1, adapted from Carr.²



What is a Delinquent? A Target for Consistent Reference

Figure 1. Six possible meanings of the term "juvenile delinquent" are diagrammed in this figure to show terminology which refers to specified groups.

Much of the recent literature stresses that there is no sharp line of cleavage by which the delinquent can be marked off from the non-delinquent, that between them "no deep gulf exists to separate the sinner from the

¹Lowell Carr, op. cit., pp. 90-93.

²Ibid., p. 90.

saint, the white sheep from the black. It is all a problem of degree, of a brighter or darker grey The line of demarcation is thus an arbitrary line, not a natural one."¹

Reporting Delinquent Acts

Irregularity in Procedure.-- Factors related to the inadequacy or incompleteness in reporting performers of delinquent acts have been cited to include socio-economic status of the family, community mores, especially so in the case of female offenders, community custom and lack of knowledge of commission of the delinquent act. This grouping, among other considerations, underlies the question, Can Delinquency be Measured?

Sophia Robison,² in developing a book under the title of the above question, advances these reasons as to why juvenile court statistics have not, in the past, always been a reliable measure of delinquency.

1. The juvenile court plays a different role in different communities. In some it is an administrative social agency; in others it operates according to the rules of evidence, mitigated to be sure by mercy and understanding.
2. The jurisdiction of juvenile courts differ considerably as to the age of the young people referred to them and the area of coverage in a community. The machinery of informal hearings, dismissals, referrals, and so forth, vary with the court personnel as well as with fashions in the local community.
3. The types of behavior brought to the attention of the court vary widely.
4. Communities differ in the provision of alternate methods of care ... in some the court is the only agency that records delinquent behavior ... in others the court competes for its customers with many agencies in which offenders can be and often are referred.

¹ Pauline Young, op. cit., pp. 13-14.

² Sophia Robison, op. cit., pp. 1-20.

5. The mores in the various communities vary tremendously regarding delinquent behavior. For example, community attitudes toward offending girls vary. Generally five or six times as many boys are referred to courts than are girls. Boys are seldom referred to court for sex offenses other than homosexual acts; and girls are seldom referred for anything but sexual misconduct.

The Cambridge-Somerville Youth Study has made some illuminating discoveries on this question. From case records kept on a group of adolescent boys, over a period of five or more years, it was possible to make a minimum estimate of how frequently the boys under study committed acts that could have brought them into court if someone in the community had wanted to register a court complaint.

Official statistics from the study showed that of some 6,416 infractions of the law during the five year period, only 95 became a matter of official complaint, less than 1.5 per cent of the infractions were acted upon. Approximately 1,400 were violations of city ordinances, none being a matter of official complaint; 4,400 were considered minor offenses with only 27 prosecuted by the authorities; and of the 616 labeled serious (these included breaking and entering, larceny, assault) only 68 were prosecuted.¹

The National Education Association reports that "more than five times as many boys as girls are arrested for delinquent conduct."²

Schwartz, after examining figures of delinquency submitted by the juvenile courts of seventy-six cities for several years found the ratio

¹ Fred J. Murphy, Mary M. Shirley, and Helen L. Witmer, "The Incidence of Hidden Delinquency," American Journal of Orthopsychiatry, XVI, No. 4 (January, 1946), 686-96, as cited in Teeters and Reinemann, op. cit., p. 15.

² National Education Association, Research Division, Co-ordination of Youth Services to Prevent Juvenile Delinquency (Washington, 1947), as cited in Teeters and Reinemann, op. cit., p. 14.

of girls' cases to boys' cases runs from 1 to 4 and as high as 1 to 19.¹

National Statistics on Delinquency.-- Although the reliability and completeness of statistics concerning delinquency have been questioned, one must recognize the attempts at accuracy and progress made in this area, especially by the United States Children's Bureau, which since 1926 has maintained statistics including reports on cases disposed of by about 500 juvenile courts. Since 1946, this coverage has been attempted on a more adequate basis with direct collection of statistics from individual courts being substituted by state summaries compiled by state departments of welfare, probation departments and other agencies interested in the work of juvenile or other courts dealing with dependent, neglected and delinquent children.

The Bureau has revealed that during the year, 1948, 94,236 children's cases were disposed of by 399 juvenile courts reporting from seventeen states. Two-thirds of these cases were delinquencies; one third termed "care and protection" cases. About one-half of the cases (51 per cent) were disposed of unofficially, that is, without formal judicial action. From this the Bureau estimates that if the volume of delinquency continues at the 1948 level, 275,000 children may be expected each year to come before the juvenile courts of the nation or that six in every one thousand children under eighteen years of age in the country are involved in juvenile court delinquency cases.²

¹E. E. Schwartz, "Statistics of Juvenile Delinquency in the United States," The Annals (January, 1949), 9-20, as cited in Teeters and Reinemann, op. cit., p. 14.

²E. E. Schwartz, "Community Experiment in the Measurement of Juvenile Delinquency," Yearbook, National Probation and Parole Association, (1945), pp. 157-181 as cited in Teeters and Teeters and Reinemann, op. cit., pp. 17-18.

Orthodox Religion and Delinquency

Subject of much controversial expression is the effect of religion as a crime deterrent. Polar opinions have been expressed but there still remains insufficient proof to warrant complete justification of either viewpoint.

Coogan, author of three recent articles attacking sociologists, psychologists and criminologists for their failure to recognize the importance of religion as a crime deterrent and corrective agent, appears at the fore-front in asserting the positive effects of religious training, regardless of where received. Basic to this attack was the opinion ventured in Federal Probation that "a chief cause of mass failure to cooperate with the experts (sociologists, criminologists, and psychologists) in preventive and corrective efforts for delinquency and crime" would seem to be the latter's "quite commonly indicated disregard for and contempt of religion," as noted in "scanty, disparaging and oftentimes objectionable references" to religion.¹

In substantiation, Coogan cites prison wardens who "express faith in the beneficial effects of prison chaplains,"² juvenile court judges who "concur in the impression that the influence of religion plays as great a part in the rehabilitation of the delinquent child as the lack of such influence plays in his becoming delinquent,"³ and the "professional

¹ John E. Coogan, "The Myth Mind in an Engineer's World," Federal Probation, XVI, No 1 (March, 1952), 37-8.

² John E. Coogan, "Secularism Alien to Our Covenant Nation," Federal Probation, XVI, No. 3 (September, 1952), 43-4.

³ John E. Coogan, "Religion a Corrective Agent," Focus, XXXII, No. 3 (May, 1953), 74.

and mature judgment" of Hoover who is quoted as writing:

In both the church and the home children must be made to understand their individual responsibility for personal conduct. They must gain a personal appreciation of the law of compensation and retribution which is unequivocally administered in the Heavens. Children must be encouraged to acquire sufficient religious conviction to fortify their moral conceptions for later years when self aggrandizement, strong personal ambitions, dishonest associates or some other negative influence may seek to entice them into bartering their birthright as honest, forthright citizens for sordid careers of corruption and crime.¹

I think that the criminal flood is an inescapable result of our earlier failure to teach God convincingly to the youthful unfortunates who are our juvenile delinquents of today and who will be our adult criminals of tomorrow.²

Further emphasis by Coogan is noted in his criticism of "studies" used by his aforementioned "experts" in validation of their anti-religious view. For each of seven studies, purporting to show the lack of statistical significance and/or scientifically deduced conclusions relative to the positive influence of religion as an erroneous concept, Coogan offers a fallacy either based on "opinionated" statement, "incomplete interpretation" or "inaccurate use" of data, in all instances designed to weaken the results in favor of his pro-religious views.³

In contrast, Teeters and Reinemann cite studies and opinions which supplant their view on religion not being a crime deterrent. Recognition is given Mursall, who found no significant relationship between religious

¹ J. Edgar Hoover, Criminology (New York, 1950), p. 304, as cited in John E. Coogan, "Secularism Alien to Our Covenant Nation," 44.

² John E. Coogan, "Religion a Corrective Agent," p. 74.

³ Ibid., pp. 71-74.

training and delinquent or non-delinquent behavior; Kvaraceus, whose study of 761 delinquent children indicated regular church attendance by 54.2 per cent and occasional attendance by 20.4 per cent; Middleton and Fay who noted more favorable attitudes toward Sunday observance and the Bible in delinquent girls than in non-delinquent girls; Hartshorne and May, who, after examining the honesty of children on the basis of Sunday School attendance found no great difference between the two groups. Lindeman is quoted, "I reject the notion that an increase in the number of persons receiving the type of religious education now prevalent will automatically result in a diminution of crime," and their view is encoched in the conclusion that "a few hours each day spent in school and one or two hours per week in Sunday School" cannot offset other influences where the moral tone is on a low level.¹

The Negro and Juvenile Delinquency

Observers of contemporary American life recognize the fact that color of skin still makes for a great difference in various problems and conditions prevalent in the United States. This difference, noted especially in social problems, is found to hold true in attitudes toward and treatment of delinquency and crime in general.

Crime has been described as a form of behavior representing a much greater liability for the Negro than for the white man in the United States and, in general, this greater liability to be acted upon by the police and to be held more accountable by the courts and legal procedures resembles a class liability. The operation of color prejudice, special traditions and the pressures of minority group status are considered as

¹ Negley Teeters and John Reinemann, op. cit., pp. 158-164.

factors influencing this reaction.¹

Robert Cooper, of New York's Wiltwyck School comments:

Racial antagonisms in our country flow directly out of our generalized treatment of and our reactions to persons who are members of minority groups The all pervading sense of frustration that literally engulfs the Negro people is their caste relationship to the majority group and the mechanisms of segregation and discrimination that are its attendant counterparts.²

Racial antagonism is considered a factor in delinquency and, although the same unhappy family factors appear in the backgrounds of white and Negro children, the Negro parent and child have minority status imposed upon them so that they have an almost impossible load to carry. The minority status, in this instance, is reflected in menial, unskilled and short duration positions with low and irregular income to make living a "dull, drab, day-to-day existence with little or no security for the future."³

Discrimination and the lack of equal facilities are not to be overlooked in their contribution to the problem of the Negro juvenile delinquent. Mary Huff Diggs comments on these factors in this manner.

The significant thing to be noted is that the Negro child frequently participates in anti-social behavior simply because his community provides him with nothing better to do. He drifts into it out of sheer boredom, out of the need for vigorous childhood energy to expend himself. That this discharge

¹Walter C. Reckless, op. cit., pp. 67-68.

²Robert Cooper, "Racial Antagonism as a Factor in Delinquency," Yearbook, National Probation and Parole Association, (1946), pp. 77-85, as cited in Teeters and Reinemann, The Challenge of Delinquency, pp. 117-118.

³Ibid.

of energy is in the direction of social misadventuring is due to the fact that society has provided no direction at all.¹

Sophia Robison discusses the theory of irregular counting and reporting procedures as being responsible, to a great measure, for the disproportionate statistics and claims made concerning the ratio of Negro and white delinquency incidence. Cultural factors contribute with other considerations listed as (1) Negro action against Negroes is seldom taken, (2) when officials know of incidences involving only Negroes reporting of same is often ignored, (3) when Negro children are suspected, they are brought into court when often white children are released with a reprimand, (4) generally, factors influencing the registration of Negro children as delinquents are more complicated than those which operate in registration of similar anti-social behavior on the part of white children, consequently judgment as to the degree to which court figures mark the extent of delinquency among Negroes and its relative occurrence among all children of the two races is neither practical nor valid.²

Detailed examination of studies and published research relative to the situation of the Negro in crime and delinquency led Teeters and Reinemann to state, "Relatively little crime or delinquency exists in rural areas or communities where Negroes are the dominant group in terms of population. In such situations the Negro is relatively law-abiding."³

¹ Mary Huff Diggs, "The Negro Child and the Law," Focus, NPPA, XXXVII, No. 1 (January, 1948), 7-12.

² Sophia Robison, op. cit., pp. 60-65.

³ Negley Teeters and John Reinemann, op. cit., pp. 120-121.

Neumeyer found in analysis of Houston, Texas delinquency rates by census tracts that "the higher the proportion of Negro population, the lower the rate of delinquency."¹ In other words, the more the Negro child was surrounded by people of his own kind, the lower his chance of becoming delinquent. Thirty tracts with less than 10 per cent Negro population averaged more than twice the delinquency rate found in four tracts that averaged from 90 to 100 per cent Negro population.

All-Negro settlements as Mound Bayou, Mississippi, Boley, Oklahoma, and St. Helena, South Carolina, are cited² for being virtually free of crime. This seems to substantiate Neumeyer's findings.

Racial Difference in the Commission of Delinquent Acts.--- One of the most widely discussed ideas in the problem of the Negro and crime is concerned with the differential in commission of criminal or delinquent acts. It is theoretically advanced and statistically proven that certain types of offenses are more often committed by Negroes than by whites and that other types of offenses are typically committed by "whites only."

Crime reports from the Federal Bureau of Investigation, recorded for that segment of the United States population over fifteen years of age offer conclusive proof of a differential. While the 1948 arrests are not computed into rates for the native whites, foreign-born whites, and Negroes, inspection of the raw data reveals the fact that the Negro ranks disproportionately high as compared with the white man in arrests for homicide, robbery, assault, burglary, larceny, receiving or buying stolen

¹ Martin H. Neumeyer, Juvenile Delinquency in Modern Society (New York, 1949), p. 31, as cited in Lowell Carr, op. cit., pp. 74-75.

² Walter C. Reckless, Criminal Behavior, pp. 37-41, as cited in Lowell Carr, op. cit., pp. 121-122.

property, prostitution, drug laws, carrying weapons, liquor laws, and gambling and he is disproportionately low in arrests for embezzlement and fraud, auto theft, forgery and counterfeiting, other sex offenses, road and traffic violations, other traffic laws, drunkenness, and vagrancy.¹

One assumption underlying these differences is concerned with the "mode of life" relegated to the Negro including tradition, mores, tradition and attitude of law-enforcement officials.

Reid's Negro youth study confirms some of the indicated differences. These results indicated: (1) The two offenses for which Negroes are most frequently committed, and to which they contribute as high as two-fifths of all the offenders, are homicide and assault; (2) Homicide is an alarming cause of Negro mortality, the greatest disparity occurs in adolescence, when over ten times as many colored as white youth are slain; (3) The proportion of arrests, commitments, and convictions is much higher for Negroes than for whites; (4) The death rate among Negro boys between 15 and 19 years of age from the use of firearms is nearly twice as high as that among the white boys of the same ages.²

Racial Differences in the Commission of Delinquent Acts in Fulton County.-- Examination of Tables 2 and 3,³ showing reasons for referral to the Juvenile Court of Fulton County by race and sex for the years 1949, 1950, 1951, 1952, indicates a total number of completed cases

¹ Federal Bureau of Investigation, Uniform Crime Reports, XIX, No. 2 (1948), p. 120, as cited in Walter C. Reckless, The Crime Problem, p. 68.

² Ira DeA. Reid, In a Minor Key (Washington, 1940), pp. 92-94, as cited in Walter C. Reckless, The Crime Problem, p. 70.

³ Compiled from Annual Reports, W. W. Woolfolk, Judge, Fulton County Juvenile Court, 1949, 1950, 1951, 1952.

cases on Negro delinquents of 2,347 against 2,904 completed cases for white delinquents. Comparisons made for the fifteen categories tend to follow, in general, the aforementioned differences as expressed in the literature.

During the four year period, automobile theft was referral reason for 4.16 per cent of the white group and 1.79 per cent of the Negro group. Burglary--unlawful entry was reason for 17.04 per cent of the Negro referrals and 12.32 per cent of white referrals. In the hold-up category both groups have a percentage of .26. Negroes exceeded the whites in other stealing the percentages being 28.80 and 20.73 respectively. Just the opposite is noted for truancy where whites, with a percentage of 5.13 exceeded the Negro percentage of 3.79, and in running away which accounted for 19.87 per cent of the white referrals and only 4.17 per cent of Negro referrals.

A slight difference is noted in cases of ungovernability which was responsible for 13.16 per cent of Negro referrals and 12.60 per cent of white referrals. The Negro group ranked higher in sex offenses with a percentage of 4.13 as contrasted with 3.58 per cent for whites. This higher rank for the Negro group is also seen in the injury to person category with a percentage of 4.43 over against 1.17 per cent for whites and in the act of carelessness or mischief grouping with a percentage of 17.13 against 14.81 per cent for whites.

The white delinquents exceeded the Negro group in traffic violations with a percentage of 3.40 against .85 per cent but the Negro group ranked higher in the drinking and/or possessing whiskey offense with a percentage of 2.77 over against 1.54 per cent. Little difference is noted in arson where the white group had a percentage of .03 and the Negro group .04 per cent and in the forgery offense where the white group had .14 per cent and

TABLE 2

REASON FOR REFERRAL TO FULTON COUNTY JUVENILE COURT FOR NEGRO DELINQUENTS DURING YEARS
1949, 1950, 1951, 1952

	1952			1951			1950			1949			Grand Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Automobile Steal- ing	19	-	19	12	-	12	11	-	11	-	-	-	42
Burglary	127	2	129	106	3	109	70	-	70	91	1	92	400
Hold-up	4	-	4	-	-	-	-	-	-	2	-	2	6
Other Stealing	139	30	169	180	29	209	158	15	173	114	11	125	676
Truancy	23	-	23	16	7	23	16	8	24	14	5	19	89
Running Away	22	11	33	18	8	26	8	4	12	19	8	27	98
Ungovernable	48	39	87	54	34	88	43	27	70	37	27	64	309
Sex Offense	20	2	22	32	3	35	11	10	21	16	3	19	97
Injury to Person	25	7	32	13	9	22	22	9	31	13	6	19	104
Act of Careless- ness or Mis- chief	105	13	118	106	13	119	50	10	60	82	23	105	402
Traffic Vio- lation	8	-	8	8	-	8	-	-	-	4	-	4	20
Drinking and/or Possessing Whiskey	24	9	33	14	7	21	5	5	10	1	-	1	65
Arson	-	-	-	1	-	1	-	-	-	-	-	-	1
Forgery	-	-	-	-	-	-	3	-	3	1	-	1	4
Gambling	14	2	16	7	1	8	3	-	3	7	-	7	34
Total Completed Cases	578	115	693	567	114	681	400	88	488	401	84	485	2347

TABLE 3

REASON FOR REFERRAL TO FULTON COUNTY JUVENILE COURT FOR WHITE DELINQUENTS DURING YEARS
1949, 1950, 1951, 1952

	1952			1951			1950			1949			Grand Total
Reason Referred	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Automobile Steal- ing	52	1	53	48	-	48	9	2	11	9	-	9	121
Burglary Unlawful Entry	100	-	100	119	2	121	85	2	87	48	2	50	358
Hold-up	-	-	-	4	-	4	2	-	2	-	-	-	6
Other Stealing	167	24	191	165	45	210	79	25	104	79	18	97	602
Truancy	37	12	49	15	11	26	23	16	39	28	7	35	149
Running Away	105	73	178	85	91	176	71	34	105	70	48	118	577
Ungovernable	43	52	95	55	42	97	41	43	84	39	51	90	366
Sex Offense	13	8	21	18	15	33	13	11	24	23	3	26	104
Injury to Person	7	-	7	9	0	9	5	3	8	9	1	10	34
Act of Careless- ness or Mis- chief	140	5	145	124	19	143	40	4	44	91	7	98	430
Traffic Vio- lation	31	3	34	50	1	51	4	-	4	10	-	10	99
Drinking and/or Possessing Whiskey	15	6	21	9	5	14	3	4	7	1	2	3	45
Arson	-	-	0	1	-	1	-	-	-	-	-	-	1
Forgery	2	-	2	1	-	1	-	-	-	-	1	1	4
Gambling	-	-	0	4	0	4	4	-	4	-	-	-	8
Total Completed Cases	712	184	896	707	231	938	379	144	523	407	140	547	2904

the Negro group indicated .17 per cent for total referrals. Gambling was referral reason for 1.44 per cent of the total Negro group during the four year period but was reason for only .27 per cent of white referrals.

CHAPTER III

PREVENTION, CONTROL AND PREDICTION OF DELINQUENCY

Changes in Philosophy.-- Bell, former editor of Probation and later Focus periodicals, official organs of the National Probation Association and National Probation and Parole Association, respectively, offers this explanation of "fashions in crime prevention."

Some community enterprises of today having as their aim the prevention of delinquency, are not unlike the patent medicines of fifty years ago which would cure cancer, prevent dandruff, and exorcise fleas on the family pet. Overlapping this period is the beginning of child-saving nostrums offered to the public. Changing fashions in delinquency preventions have followed changing theories of delinquency causation. If, for instance, delinquency was the manifestation of a strong willed spirit that needed breaking, delinquency could be cured and if taken soon enough, prevented, by whipping or other forms of severity.¹

A similar view has been expressed by Lukas, executive director of the Society for the Prevention of Crime in New York, who explains that his organization has undergone changes in its philosophy and activities during the last decade believing that "if we would prevent crime we must ameliorate or abolish those conditions which cause it, or if we would prevent crime, we must first prevent criminals." He cites the objective of the Society as "the education of a public which countenances so many out-moded methods in human relations while it sports new automobile models each passing year."²

Cole relates the concept that delinquency is a type of anti-social behavior that is handed down from one generation to the next, and from an

¹Marjorie Bell, "NPA Anniversary Conference 1921-1946," Probation, XXIV, No. 5 (June, 1946), 146.

²Ibid.

older groups of boys or girls to a younger group. She terms such behavior as their "social heritage" and asserts that in some neighborhoods the criminal code becomes the ruling force in the lives of children thus making delinquency hard to cure because it is a "mode of life--a total complex of attitudes, interests and ambitions." She expresses the view that efforts must be centered on prevention and since one "cannot alter the physical and mental inheritance of those who may become delinquent, from birth on, it is a matter of modifying environment."¹

On this subject Reckless recounts and expresses limitations thusly:

Vast strides have been made in the control and treatment of delinquency in the United States in the last fifty years. However, the actual employment of the most progressive measures for handling the problems is very limited even yet. The 'know how' is in the literature and thinking of the experts and authorities in the field. It is not being carried out in practice, because of some very practical considerations. In the first place, control and treatment of delinquency are still largely the responsibility of local jurisdictions. There are over three thousand counties in the United States and the vast majority of them cannot support the special school programs, police programs, detention programs, juvenile court and probation programs as well as prevention programs that are necessary for an effective attack on delinquency. There are even several states that cannot maintain, because of poor economic bases of support, effective programs for the correction and prevention of delinquency. There are several cities, counties, and states in the United States which could economically support effective programs for treatment, control, and prevention of delinquency but which do very little about it.²

The importance of prevention programs is stressed by Kuhlen in this statement:

Preventive measures will have a greater impact upon the delinquency problem than will remedial programs, although the

¹ Luella Cole, op. cit., pp. 330-332.

² Walter C. Reckless, The Crime Problem (New York, 1950), p. 197.

latter are obviously important in attempting to rehabilitate those individuals who have already become delinquent.¹

Community Services in Prevention Programs.-- A lengthy discussion of preventive services, as formulated by Teeters and Reinemann,² may be summarized in a seven-fold method of attack incorporating: work of the police, work of recreational and character building agencies, school curriculum and counseling, child-guidance and habit clinics, social casework and social group work, community coordinating councils and governmental action. These writers emphasize that we cannot hope to prevent delinquency or cope with its inevitable merging into serious crime unless community action is thorough going and courageous.

Kvaraceus makes this contribution regarding the community approach to delinquency prevention:

A community planning a delinquency prevention program will succeed in developing an individual, effective and causative attack on the problem to the extent that it can locate for referral and study those children and youth, who, because of personal characteristics and/or environmental background, are highly exposed to the development of undesirable behavior patterns.³

Summarization of approaches and attitudes toward the broad fields of prevention and control is taken from Carr who suggests techniques for the control of juvenile deviant behavior in a four-fold classification.

1. Techniques for the discovery of the deviant individuals
2. Techniques for the diagnosis of individual deviation problems
3. Techniques for the treatment of such problems

¹ Raymond Kuhlen, op. cit., p. 389.

² Negley Teeters and John Reinemann, op. cit., pp. 577-675.

³ William Kvaraceus, "Manual of Directions," (Revised), K D Proneness Scale and Check List (New York, 1953), p. 3.

4. Techniques for prevention, i.e., for removing or controlling deviation pressures, introducing positive factors into the environment, and/or improving the hereditary qualities of the population.¹

In conclusion this author feels the task of juvenile delinquency control is to focus these techniques early enough in the lives and widely enough in the communities of these three types of children in need of special help: (1) delinquents--children in conflict with the law as parolees from juvenile correctional schools and probationers under treatment in their own communities; (2) behavior-problem cases--children in trouble; and (3) children in danger--those exposed to deviation differentials or external social control pressures viz., deviant home, culture-conflict areas, substandard areas, delinquency-tradition areas, the street trades and domestic service and certain forms of commercialized recreation.

Studies in Prevention and Control

The Children's Bureau of the United States, in 1937, began a project in Saint Paul, Minnesota for early diagnosis and treatment and for the purpose of study, research and demonstration of the methods and techniques that could be used effectively in the prevention and treatment of delinquency. The basic premise was that early recognition of children showing personality or behavior disorders was the foundation for success in prevention. In this plan, such children were located through organizations seeing the child in daily routine; the schools were asked to tell of children who caused concern because of behavior and the police were encouraged to refer children brought to their attention.

The findings of the study, published in 1947,² revealed that at the

¹Lowell Carr, op. cit., pp. 197-198, 153-157.

²United States Children's Bureau, Helping Children in Trouble (Washington, 1947), p. 49.

onset older children showing aggressive behavior that disturbed school routine were referred. Gradually, younger children, whose difficulties were less serious were referred for treatment, many from primary grades and kindergarten. During the first year the median age of referral was thirteen which dropped to ten years of age after the project had operated for five years. According to the Bureau, these figures indicate the advantages of close working relationships of agencies in the community, and, at the same time, earlier contact with problem children increases the chances of delinquency prevention.

The Los Angeles County (California) Probation department is cited by Probation as having a program of exceptional activities among which is included a delinquency prevention division. Marjorie Bell¹ reviews the four distinct units of work conducted by this division as: (1) community organization through eighty-six coordinating councils throughout the county; (2) group guidance by means of evening clubs among minority groups; (3) a toy loan center which furnishes supplies to thirty-five other such centers through the county; and (4) church and community coordination work.

The Chicago Area Project, incorporated in 1934, although initiated a few years prior to this date, attempted to reduce delinquency in three high-delinquency areas on the assumption that the local neighborhood can be organized to deal effectively with its own problems. Classifying itself as different from established institutions, not so much in program content as in methods used to foster local neighborhood activities, it has been, in essence, an effort on the part of local residents, working in conjunction with local agencies and institutions, to create a body of

¹ Marjorie Bell, op. cit., p. 151.

constructive sentiments, ideals, and practices of such scope and vitality as to influence, significantly, the life of every child in the community. The 1947-48 report of this project indicates fourteen local neighborhood units operating in ten areas of high delinquency and that the approach used is essentially the same as upon initiation.¹

The Cambridge-Somerville Youth Study, previously mentioned in an earlier section of this study, represents a youth counseling experiment established in 1935 to initiate long-time experimental treatment among young pre-delinquent boys who were nominated by teachers and social workers as being likely to become delinquent. Richard Cabot, its founder, lists the chief objective of the study as being "the prevention of delinquent careers in a group of boys with whom trained counselors will work over a period of ten years" on the assumption that whatever can be done with a boy to strengthen his character is an "effective prophylactic against later delinquency."²

From an original list of 1866 names, 782 boys were selected of whom 360 were diagnosed as "difficult," 324 as average and 88 as "zero." The "zero" group included boys on which there was diagnostic and prognostic doubt; the "difficult included" those who at this point were considered likely to become delinquent. Within this broad selection, diagnostic twins were established by matching for age, religion, school, grade placement,

¹ Clifford R. Shaw and Jesse A. Jacobs, The Chicago Area Project: An Experimental Community Program for Prevention of Delinquency in Chicago (mimeographed). Institute for Juvenile Research, Chicago; Report on the Chicago Area Project 1947-1948 (mimeographed). Institute for Juvenile Research, Chicago, pp. 5-7, as cited in Walter C. Reckless, The Crime Problem, pp. 516-518.

² Phillipe Sidney de Q. Cabot, "A Long-Term Study of Children: The Cambridge-Somerville Youth Study," Child Development, II No 2, p. 143, as cited in Walter C. Reckless, The Crime Problem, p. 503.

physical health, intelligence, attainment, social adjustment, mental health, neighborhood and so on. Finally, 650 boys were arbitrarily divided into treatment and control groups, 325 in each.

An extensive evaluation of the findings has been reported by Powers¹ who quotes the project director as giving the obvious and superficial conclusion that the "special work of the counselors was no more effective than the usual forces of the community in preventing delinquency" and that "the effectiveness of professional staff fell below anticipation."

Powers relates that although the counselors were not too effective in preventing delinquency, some boys were actually deflected from delinquency; the first stages of delinquency were not averted in the treatment group, but, as the data implied, the later stages were somewhat averted.

The Prediction of Juvenile Delinquency

Determination of the pre-delinquent child, recognition of the child manifesting asocial behavior, and early diagnosis of children with delinquency tendencies have been emphasized in virtually all of the aforementioned research and literature. Despite this, one finds relatively few authors who suggest "valid methods" of predicting delinquency, relatively few studies past or presently being conducted in the area, scant reference to the topic by other authors, and generally a lack of concrete evidence on measures attempting to shed light on the subject. In the main, literature on the subject deals with prediction or prognosis for parole, a topic beyond the scope of the present study.

¹Edwin Powers, "An Experiment in Prevention of Delinquency," The Annals of the American Academy of Political and Social Science, CCXLI (January, 1949), 77-5, as cited in Walter C. Reckless, The Crime Problem, pp. 506-508.

Of the two terms, prognosis and prediction, however, Reckless questions a separation, one from the other, believing that both aim at forecasting of outcome. He differentiates in this manner:

Historically prognosis has been a clinical procedure, a more or less objective or qualitative judgment of outcome of individual cases as based on wide knowledge of the general run of cases, while prediction has been a mathematical or statistical procedure....¹

All authors who delve into the possibilities of prediction seem assured that scientific accuracy can be accomplished, but, are equally assured that varied limitations must be considered.

Studies in Prediction.-- In 1926, Healy and Bronner released the findings of a study based on repeated juvenile offenders who had previously been studied by them during 1909-1914. Although this study was hampered by the later found inadequacies of early methods of study and treatment, it does possess historical significance in using causal and individual factors for predictive purposes.²

In 1934, Glueck and Glueck studied the individual and social background traits and conditions of one thousand delinquents whose outcome record was known to discover factors showing the highest relation to successful and unsuccessful outcome according to coefficients of contingency. In part they found discipline of the delinquent by the father (cases with sound discipline having a lower rate of recidivism than any other category of discipline by the father), discipline by the mother (sound discipline again with the lowest rate of relapse), school retardation (no retardation and advanced school grade for age having lower

¹Walter C. Reckless, Criminal Behavior, p. 390.

²William Healy and Augusta Bronner, Delinquents and Criminals: Their Making and Unmaking (New York, 1926), p. 80.

recidivist rates than categories of retardation in school grade), and school misconduct (none having the lowest rate of recidivism of all the categories of misbehavior in school).¹

After conducting other analyses attempting prediction during the interim years, the Gluecks, in 1950, following their study of five hundred matched delinquents and non-delinquents said of prediction:

... The first and basic step is to discover similarities and differences ... in order to arrive eventually at factors in the background and make-up of the delinquents which most markedly differentiate them from non-delinquents, and to construct prognostic tables based on such differentiation by means of which the probability of delinquency in certain children may be early and meaningfully determined without waiting for the actual appearance of delinquent behavior.²

The magnamity of this investigation is noted thusly: a working period of ten years, not including validation studies now in process; a staff of over thirty (full or part-time) social investigators, psychiatrists, physical anthropologists, psychologists, Rorschach analysts, statisticians, secretaries, and editorial assistant dealing with 402 statistical items secured on each boy, or over 400,000 items which were scheduled, coded and tabulated.

Of necessity, findings were given in segments. One such exploitation of the findings lies in the construction of separate prediction tables into (1) the individual social background, (2) the Rorschach test, and (3) the psychiatric interview.³ In each table five factors were found to

¹ Sheldon Glueck and Eleanor Glueck, One Thousand Juvenile Delinquents; Their Treatment by Court and Clinic (Cambridge, 1926), pp. 186-187, as cited in Walter C. Reckless, Criminal Behavior, pp. 390-391.

² Sheldon Glueck and Eleanor Glueck, Unraveling Delinquency, p. 15.

³ Ibid., p. 259.

be adequate as a basis for predictions. To explicate, in the table constructed of social backgrounds those used were discipline of boy by father, supervision of boy by mother, affection of father for boy, affection of mother for boy and cohesiveness of family. Through the use of weighted scores for each factor it was possible to set up these separate prediction tables.¹

The Gluecks found upon analysis of the three prediction tables that all had about similar predictive range, but that there was disagreement from one table to another. For example, a boy on one table might have a fairly high chance of being delinquent, but fairly low chances on another. However, when one table was superimposed upon a second one or when all three were used, the likelihood of placing a boy in his proper predictive category was greatly increased.²

This finding has both positive and negative significance for the use of prediction tables but, is in keeping with the Glueck's general thesis that the approach to delinquency is enhanced by being multi-disciplinary in nature. This situation leads them to state: "As in our prior writings on predictive instrumentalities, we must emphasize, however, that we are not recommending the use of such tables to the exclusion of all other data."³ Other limitations and suggestions for use of these tables are:

1. Use should be limited to highly experienced persons employing absolutely accurate data.

¹ Sheldon Glueck and Eleanor Glueck, Unraveling Delinquency, p. 261.

² Ibid., p. 268.

³ Ibid.

2. Substitution of other psychological tests for the Rorschach is not feasible at this time due to danger of such a procedure degenerating into a mechanical routine imitation of the true testing and interpreting procedure.
3. As to the psychiatric prediction table, it is felt that if psychiatric social workers and psychologists could derive the necessary data by simpler methods with acceptable skill, the application of this table could be extended.
4. The table involving social factors is more easily adapted for wide use as materials can be gathered and interpreted by trained case workers.
5. School systems, generally, will not be able and ready to use these predictive instrumentalities on all children. By using required facilities a beginning might be made.¹

Despite this last limitation, Focus announces that the validity of these prediction scales is being tested by the research department of the New York City Youth Board which began in September, 1952, to apply the scales to all boys entering the first grade of two New York elementary schools matched as to general characteristics of population, neighborhood, and incidence of delinquency. Boys indicating a high potential for delinquency according to the scales, will be treated under the direction of trained psychiatrists and psychiatric social workers, and follow-up studies will be made to test the validity of the scales and to determine by comparing changes in behavior between treated and untreated boys and their families whether the treatment supplied had effect on preventing the problems as originally revealed by the prediction scales.²

Simpler Methods of Prediction.-- Although one is impressed by the extensiveness of prediction studies as previously mentioned, there must be,

¹ Sheldon Glueck and Eleanor Glueck, Unraveling Delinquency, pp. 267-270.

² Anon. "News and Notes," Focus, National Probation and Parole Association, XXXII, No. 2 (March, 1953), p. 56.

of necessity, other methods which, though less complicated and allowing wider use, approach, if not fully meet, the scientific requirements for validity and reliability.

Weeks,¹ Carr,² Merrill,³ and Kvaraceus⁴ feel that much can be done in forecasting probabilities of delinquency by means of tests and questionnaires which cover those factors contributing most directly to delinquency, and that research studies employing certain measuring instruments make it increasingly evident that predelinquency is recognizable and identifiable, especially when a multiphase approach is taken on the individual case.

Six such "instruments of discovery" of problem behavior which Carr deems usable by "ordinary" persons, untrained in mental hygiene or psychiatry are: direct observation of symptoms, ratings by teachers, ratings based on a child's reputation with his playmates, the "guess who" technique, questionnaires, information or conduct tests and appraisal of correlated conditions. The Olsen Rating Scale⁵ and the Haggerty-Olson-Wickman Behavior Rating Scale⁶ are cited as being especially valuable.⁷

¹H. A. Weeks, "Predicting Juvenile Delinquency," American Sociological Review, VIII, (1943), 40-6.

²Lowell J. Carr, op. cit., p. 264.

³Maude Merrill, Problems of Child Delinquency (Cambridge, 1947), pp. 25-27.

⁴William Kvaraceus, Juvenile Delinquency and the School, pp. 161-163; also "Manual of Directions," K. D. Proneness Scale and Checklist, pp. 2, 6.

⁵W. C. Olson, A Scale for Rating Personal Characteristics (Yonkers, 1930), p. 75.

⁶M. E. Haggerty, W. C. Olson, and E. K. Wickman, Haggerty-Olson-Wickman Behavior Rating Schedule, (Yonkers, 1930).

⁷Lowell J. Carr, op. cit., pp. 265-272.

Merrill accepts the Haggerty-Olson-Wickman scale as a predictive device and as being "one of the most carefully constructed instruments of its kind,"¹ but warns that use of similar scales offers problems of validity and subjectivity of the rater.² In a discussion of other instruments which have been widely used in delinquency research and which have "predictive possibilities" she includes: the Woodworth Psychoneurotic Inventory with forms suitable for use with children devised by Mathews, Cady and Brown; Bernreuter Personality Inventory, Bell Adjustment Inventory, Minnesota Multiphasic Personality Inventory, Washburne Social Adjustment Inventory, Zucker's Story-Completion method, Cady's Scale for estimation of juvenile incorrigibility, the Rorschach Test and the Thematic Apperception Test.³

Kvaraceus contributes to the area of delinquency prediction with his K D Proneness Scale and Check List, instruments used in this study. These instruments have been described in Chapter I, pages 10 and 11.

¹Maude Merrill, op. cit., pp. 27-28, cites validation on three-thousand children just entering school and later court records to conform with problem-tendency ratings discovered through use of this instrument.

²Ibid.

³Ibid., pp. 25-27. Sources for obtaining tests, criteria for differentiation and the general nature of these, and other tests will be found on the pages.

CHAPTER IV

THE ROLE OF THE SCHOOL IN DELINQUENCY

Not disclaiming the work of any community agency in delinquency prevention, rather in accord with purposes of this study, limitations have been placed to emphasize the role of the school in prevention, control and prediction of delinquency.

Concerning this role Reckless writes:

Almost everyone who seeks a solution to social problems places responsibility on the school for developing a special program might allay these problems. The reason for this, of course, is that the school is the one agency that touches practically all children from early childhood on. Another reason is that schools can get support; and sometimes new programs within schools, aiming at better pupil adjustment, can also get support It is to be realized that the emphasis of the school will have to be generally changed if it is to be a constructive agent in the control and prevention of delinquency. Just an additional program here and there is not sufficient. Instead of concentrating on learning, the school will need to emphasize child development. Instead of large classes, there will have to be small groups, so that the teachers can cater to the needs of the individual child. The pressures of competition for grades and for passing from grade to grade need to be relaxed. The school must take the child where he is and proceed from there, in supplementing the family and the community as agencies for child development. To some children the school has to give more attention than to other children, and especially the best teachers and the best facilities need to be available in areas of high delinquency.¹

Shaffer says, "In many ways the conventional school thwarts the pupil's needs and is a destructive influence, whereas it should be an integrating and adjusting one."²

¹Walter C. Reckless, The Crime Problem, p. 199.

²L. F. Shaffer, The Psychology of Adjustment (New York, 1936), p. 501.

With respect to behavior disorders among school children, Carroll¹ cites two main functions of the school as being:

1. To make its instructional program positive and to use disciplinary measures which are constructive, so that emotional maladjustments will be prevented rather than caused.
2. To identify those children who are maladjusted and to provide adequate remedial treatment for them.

These ideas were similarly expressed at the National Conference on Prevention and Control of Juvenile Delinquency which concluded:

The school is strategically situated to deal with problem behavior of youth. As an agency for child development, it has almost as complete coverage on children as does the family. Although the school, unlike the family, is not a large factor in the causation of delinquency (except as children are unable to achieve at their level and are under unbearable pressures), it has a major responsibility in providing services for children which can alleviate the problems of adjustment that lead to delinquency. The 'good' school today must know its individual pupils, meet their needs, be alert to signs of beginning delinquency, provide specialized personnel to help children, foster a good emotional climate, preserve an effective class size, maintain contact with the home, allocate its best teachers to schools in high-delinquency areas, and recognize the need for leisure-time activities of the pupils.²

The mental hygiene philosophy and its association with the role of the school regarding delinquency prevention, control and prediction as voiced by Redl and Wattenburg, agrees that children coming from a distorting home environment or unfavorable neighborhood should receive help in the schools. These authors express limitations however that "emotional conflicts and behavior patterns created by the conditions can be deeply ingrained" and, also that "the mental disturbances may be so severe that they cannot be

¹Herbert A. Carroll, Mental Hygiene, The Dynamics of Adjustment (New York, 1951), p. 13.

²National Conference on Prevention and Control of Juvenile Delinquency, "Report on School and Teacher Responsibilities," (Washington, 1947) pp. 10-24.

handles without specialized facilities and personnel not available in most schools."¹

Following a rather detailed discourse on rejected children, over-protected children, children who are victims of parental ambition and children who feel and show the effects of delinquent and/or hostile neighborhoods, the above mentioned authors conclude that these cited "distorted personalities" are within the realm of the school for correction and suggest teacher friendship, wise guidance, restraint from cheering and abetting parents with re-directed child goals and understanding, respectively, as therapeutic procedures. They conclude:

The school must gear its standards to the abilities of the young people and to their interests. For many educators, this is a major issue. They want to do a thorough job of reform; they see the school as a missionary outpost in a hostile land. Within its protected walls children can see middle class standards exemplified The problem for school people is to see what is really behind the facade, and to show appreciation for as much of the children's and parents' way of life as can be helpful. Young people need to be shown bridges to cross rather than walls to scale.

Preaching perfection in middle class virtues may make some teachers feel proud of themselves. Actually, it is largely waste motion. One effect is to drive away the very young people who most need assistance or to help them pile up so bad a record that they can be sent to special schools or institutions. If formal education is to have a positive influence, the school must be flexible enough so that children will let it remain a part of their lives.

By reducing emotional stress, we enable young people to grow up with less risk to themselves and other people. By saving them from earning sentences to institutions, we spare them the damage and spare the public the cost which such experiences often entail. They can come into adulthood with fewer emotional scars.²

An attempt to focus the attention of teachers and administrators upon their responsibility for preventing delinquency was the purpose of a

¹Fritz Redl and William Wattenberg, Mental Hygiene in Teaching (New York, 1951), p. 158.

²Ibid., pp. 158-166.

symposium, "Juvenile Delinquency and the Schools," directed by the National Society for the Study of Education, published in 1948.¹ Due recognition is acknowledged that of all the various community agencies serving youth the school must carry the heaviest responsibility in conditioning childhood. Likewise, it is felt that many services that are considered as essential in child development are still regarded by many school boards as frills and thus are not adopted or are the first to be eliminated in a policy of retrenchment.

The introduction to this volume forcefully states:

... The school must have a program that is broad and rich and stimulating; a place that is safe and comfortable and conducive to varied learning activities; a staff that is professionally prepared, interested and wise in the ways of dealing with children, personally well adjusted, and professionally secure. Such a school will have as its goal the best possible development of all boys and girls.

Along the way it will have to stop now and then to concentrate on the problems of those children who have failed, but the school will think of their failure as its failure.... The schools should be better able, not only to help redirect the delinquent behavior, but to see how to avoid its continued and needless repetition so that the way of all children will have been made safer.²

Specifically, Teeters and Reinemann feel that the "public school does a fair job with the pupil of average intelligence, a poor job with superior children, and practically no job with the dull group." Of this situation they add:

Subjecting a group of retarded children to a curriculum far above their ability to understand is cruel in its effects on the group, and it is financially wasteful. There should be special classes in which special skills adapted to the potentialities of the child are taught. Truancy and incipient incorrigibility in the school room are frequently a challenge to the school to supply a regime where such behavior will not manifest itself.³

¹ National Society for the Study of Education, Juvenile Delinquency and the Schools. Forty-seventh Yearbook, Part I (Chicago, 1948).

² Ibid.

³ Negley Teeters and John Reinemann, op. cit., pp. 587-588.

These authors also point out that thousands of boys and girls drop out of school because they are offered no opportunity to learn anything that their limited mentality can grasp; that relatively few teachers are equipped by training to cope with this group; that generally over-worked and underpaid teachers meet this situation on a low level of adjustment. In addition they comment that counseling services can be helpful but if the diagnosis calls for a change in curriculum in order that the child's needs will be met, and there is no such curriculum, it is obvious that the school has failed.¹

The Value of Guidance Workers.-- The value of guidance personnel, counselors and visiting teachers, and full employment of multi-phased group and individual guidance techniques is stressed by numerous of the authorities.² Wider utilization of this relatively new area in education is viewed as giving professional attention to problems causing non-attendance, adjustment of behavior problems, investigation of home-school relationships, referral of problems to outside social agencies and direct treatment of children's difficulties.

What the Schools Are Doing

School-Community Cooperation.-- An outstanding example of concentrated action in a school situation is the Passaic, New Jersey program, largely developed and coordinated by Kvaraceus.³ Operating as a bureau of

¹ Ruth Strang, "Prevention of Delinquency Through Guided Group Experience,"; Bess Goodykoontz, "How School Services Help to Prevent Juvenile Delinquency," in Forty-Seventh Yearbook, op. cit.; also cited in Negley Teeters and John Reinemann, op. cit., pp. 591-596; William Kvaraceus, Juvenile Delinquency and the School; Lowell Carr, op. cit., pp. 272-278, 283-291.

² Negley Teeters and John Reinemann, op. cit., p. 588.

³ William Kvaraceus, Juvenile Delinquency and the School.

specialized services, the program integrates all facilities dealing with and available in pupil-adjustment problems. Psychologists, speech therapists, remedial teachers, attendance officers, visiting teachers, physicians, nurses, specially trained police personnel and social workers comprise a division of the school department to work with any child in the community giving evidence of behavior problems, and referred from any source. Individual cases are studied, a guidance conference held and some one person assigned to follow through with the plan and subsequent case action.

It is felt that a plan of this nature is within the realm of most school systems, that it offers the advantage of early case-finding and, likewise, through coordinated efforts in a school situation can be conducted in a fairly natural set-up causing least possible stigma and consternation to child and parents.

School-Court Cooperation.-- In Cleveland, Ohio, since 1946, court-school workshops¹ have concerned themselves with the relationship of the juvenile court and the school. Mandalfino, of the court, relates these conclusions as school responsibility.

1. The school is the best single agency to recognize symptoms of maladjustment, provided teachers are sensitized to recognize and trained to deal with them as they occur.
2. Except in extreme cases, children should be referred to the court by the school only after exhausting other community resources including school-parent conferences and legal remedies against the parent. These referrals should be made only under the direction of the superintendent of schools.

¹Proceedings, National Conference of Juvenile Agencies, October, 1950, as cited in Anon. "Our Own Reader's Digest," Focus National Probation and Parole Association, XXX, No. 4 (July, 1951), p. 121.

3. The school should supply the court with a written description of the child's behavior, attitudes, health, general intelligence, habits and other pertinent information at the time of referral.
4. Curricular revisions should be made to meet the needs of children.
5. The school should urge the inclusion of pre-service and in-service teacher training programs of instruction of the atypical child and of the agencies which work with him.

In this program of relationship responsibilities of the court to the school are cited as:

1. Secure all pertinent information from the school when the case is referred by an agency other than the school.
2. Afford the school an opportunity to be represented at the hearings.
3. Give immediate notice to the school of any child in the custody of the court.
4. Supply the school promptly, preferably in writing, the plan of treatment.

School Administrative Procedures.--- Kansas City, Missouri has a Director of the Department of Pupil Services who supervises a regular procedure for referral of potential delinquents to personnel who have the competence, time, and facilities for individual treatment. Of this program is quoted:

The better classroom teachers have some training in such areas as mental hygiene and child behavior. They are constantly aware of early symptoms of maladjustment. The child who feels the security of his home disappearing, who feels that he doesn't belong or isn't accepted by the school group, or who is constantly confronted by school tasks beyond his ability, manifests his feelings in his behavior patterns. The good teacher is never too busy to heed the signs of approaching trouble and to refer such cases through the proper channels to the Department of Pupil Services. The case is then assigned to a visiting teacher whose job is to study the case in order to determine causal factors. She studies the cumulative record of the child, holds conferences with the classroom teacher and

parents. After the diagnosis has been made, the visiting teacher attempts to correct the causes ... Since the causes are multitudinous, preventive and remedial procedures are legion....¹

Nolan,² psychologist for the Los Angeles (California) schools, reports on a research study conducted to determine the school factors that were related to delinquency. The study disclosed that school situations definitely related to student misbehavior are enrollment of a student arbitrarily in courses without reference to guidance data about him; employment by the teachers of an undiversified method of presentation and instruction, such as utilizing only stimulation by auditory impressions without consideration of visual impressions and manipulative contacts; establishment of an austere or antagonistic classroom atmosphere; and lack of teacher awareness to the need for remedial instruction or modification of curriculum, or the ability to distinguish between the two conditions, or to provide the necessary program to correct the one or the other.

Preventive and corrective adjustment techniques identified in the research as being effective were: adequate cumulative records, a group testing program, individual case studies, home visits, individual counseling, psychological services, in-service training for teachers, use of mental hygiene principles and democratic principles in the classroom, provision of a flexible program geared to suit the full range of individual differences, the giving of passing marks and encouragement rather

¹ Proceedings, National Conference of Juvenile Agencies, October, 1950, as cited in Anon. "Our Own Reader's Digest," Focus, National Probation and Parole Association, XXX, No. 4 (July, 1951), 121-22.

² Anon, "Our Own Reader's Digest," Focus, National Probation and Parole Association, XXX, No. 4 (July, 1951), 122.

than criticism and low marks to students working up to capacity but below grade norm, and opportunity for students to participate in constructive activities in areas of their special interests.

Specific findings in the study are cited to show that more cases of maladjustment and misbehavior were found in the classrooms having an austere or antagonistic emotional climate than were found in those rooms having a permissive and mentally healthy emotional atmosphere; more than an average number of problem students was found in those schools where students were arbitrarily enrolled in classes without reference to guidance information and it was disclosed that these schools were the same ones which lacked adequate cumulative records or interpretation of the data to teachers, which lacked a constructive school-wide testing program, and whose personnel did not exercise an adequate understanding of guidance techniques.

Young recognizes the duty of the school to the end goal of satisfactory child and later adult adjustment but stresses the point that a number of factors, of necessity, must be considered. He is of the opinion that the teacher stands in a distinctly different relationship to the pupils than does the child expect and that, in our American schools, the teacher is faced with the demands of the administrator to put thirty or or forty pupils through the subject matter of a particular grade in the educational system "without the time, energy, and training necessary for dealing with their charges on an individual basis." Because of this he feels a large part of the blame should be removed from teachers and placed on the system of highly rigid mass education. A second factor is considered as being the reflection of traditional attitudes and general lack of effort to change old-established schemes of teaching. As a final factor,

this author again criticizes administrative policy as being autocratic in designation of books to be used, methods to be employed, the curriculum to be taught and the program to be followed.¹

Consensus Points of View.-- Examination of the aforementioned research and literature leads to these conclusions:

1. The public school as the most far-reaching agency dealing with children and youth bears an especially heavy responsibility in the control of delinquency.

2. A school program unsuited to a child's capacities, or a teacher herself not adjusted, may contribute very definitely to delinquency.

3. Many cases of truancy are due primarily to the school thus emphasizing the need of the school to provide a curriculum and classroom experiences that meet the needs of the individual child at each level of his development.

4. Pre-service and in-service training to prepare teachers for early recognition of deviant behavior are vital and should be enforced regulations of the administration.

5. Increased effort must be made by school administrators to provide specialized services for maladjusted children.

6. Guidance personnel should be professionally trained and sufficient in number to meet the needs of children with problems, as well as employ all available facilities, methods and techniques in a program designed to keep "normal pupils normal."

7. Schools must recognize their assets and liabilities as community

¹ Kimball Young, Personality and Problems of Adjustment (New York, 1940), pp. 451-462.

agencies operating for delinquency prevention and control and to this end cooperate with other community agencies in serving youth.

CHAPTER V

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Two sets of data based on the Kvaraceus Delinquency Proneness Scale and Check List were obtained for each subject in this study. These were combined and treated by groups, with sex differentiation, for the five school groups and the adjudged delinquents, principal components for consideration, and also for sub-divided units as "high morale" and "low morale" groups--assembled from within the school groups, total non-delinquent groups--a combination of all school groups, and "older" and "younger" groups, based on the median non-delinquent age, resulting in eleven male and eleven female groups.

In scoring the scale of seventy-five, four alternative response items, administered to the individual subjects, three measures were obtained: a positive score, a negative score, and a total scale score. Total scale scores were recorded as positive or negative, indicating majority response typical of delinquents or non-delinquents, respectively, with different scoring used for the sexes. Statistical measures obtained from this instrument were the mean and standard deviation, derived by use of techniques and procedures outlined by Guilford,¹ standard error of the mean and standard error of the mean differences with "t" tests of significance computed through use of techniques, procedures and significance tables offered by Edwards.² Statistical measures for all groups, except the

¹ J. P. Guilford, Fundamental Statistics in Psychology and Education (New York, 1950), pp. 59-60, 100-102.

² Allen Edwards, Statistical Analysis (New York, 1946), p. 174, pp. 181-182, p. 330.

total non-delinquent groups, were calculated in the manner suggested for ungrouped data.

Check list data, as recorded by teachers and probation officers, were used in determining the median age and mean of "Yes," "No," and "Questionable" responses to seventy items by the principal and sub-divided groups. The percentages of "Yes" responses to forty-two specified items, having greatest bearing on delinquency, were calculated only for the total-non-delinquent and delinquent groups. The potentiality for delinquency, expressed by personal, environmental and school factors, increases with advanced check list "Yes" response totals, to wit: one to ten--"evidencing slight susceptibility," ten to thirty--"merits attention," and thirty or more--"warranting high priority for study."¹ All subjects in the present study perforce received one "Yes" response to the item concerning race, 100 per cent belonging to a marginal group.

Data Concerning Sex, Age, and Statistical Measures Obtained
For Total Non-Delinquents and Adjudged Delinquents

Data Concerning Non-Delinquents.-- Sixty-two delinquent girls in this study, with a median age of 158.50 months (13 yrs., 2½ mos.), were found to have a check list "Yes" response mean of 13.66 with totals in this category ranging from two to forty-seven. A Kvaraceus Scale score mean of .45 was computed from raw scores ranging from -21 to / 17 with a standard deviation of 8.17 and standard error of the mean of 1.04.

A median age of 163 months (13 yrs., 7 mos.), was computed for the fifty-six non-delinquent boys studied. With check list "Yes" totals ranging from three to forty-four, the mean was determined as 12.76. This

¹ William C. Kvaraceus, "Manual of Directions," op. cit., p. 8.

group registered a total scale score mean of -3.01 from a raw score range of -20 to $+10$; a standard deviation of 7.13 and standard error of the mean of $.96$.

Data Concerning Delinquents.-- It was determined that four delinquent girls had a median age of 172 months (14 yrs., 3 mos.,) a range of twenty-eight to forty-five for the check list "Yes" totals to give a mean of 36.75 . The total scale score mean was ascertained as $+6.75$ from scores of $+1$ to $+12$. The standard error of the mean 2.56 and the standard deviation 4.44 .

A median age of 172 months (14 yrs., 4 mos.,) was found for the sixteen delinquent boys. This group had a check list "Yes" response mean of 29.25 based on totals ranging from twelve to forty-seven, a total scale score mean of $-.88$ calculated from a score range of -10 to $+9$ with standard deviation of 5.76 and standard error of the mean of 1.48 .

Analysis of Data Concerning Non-Delinquent and Delinquent Groups.-- From the data listed above it is revealed that differences, approximating one year, were found in median ages determined for delinquents and non-delinquents, by sex; a disparity of one year and one-half month noted for girls (non-delinquents being younger) and a difference of nine months revealed for boys, non-delinquent boys being younger.

In the same manner, it is noted that delinquent boys and girls were recorded as having check list response means considerably higher than those of non-delinquent boys and girls, indicating a greater disparity in personal, environmental and school factors which are related to delinquency prone behavior.

Regarding the statistical measures computed for the Kvaraceus Scale,

one observes that delinquent boys and non-delinquent boys scored in the manner "typical of non-delinquents," but that the non-delinquent boys scored higher in the negative direction and indicated a greater spread in scores. The delinquent girls scored in "typical" delinquent fashion and the non-delinquent girls with a negative mean score responded to the scale in the manner expected of them, the larger standard deviation for this group portraying greater variability in scores.

Responses of Subjects in the Present Study to the
Kvaraceus Delinquency Check List

Number and Percentage of "Yes" Responses for Delinquents and Non-Delinquents.-- Examination of Table 4, indicating number and percentage of "Yes" responses to forty-two items having greatest bearing on potential delinquent behavior, as recorded for non-delinquents and delinquents, reveals a great difference in response to certain factors. Principal among these differences, where delinquents exceed percentages obtained for non-delinquents are in items as follows: below average in academic aptitude and verbal ability; association with others who are or have been delinquent; family broken by divorce, desertion or death; unwholesome relationships in family life; feeling of being disliked or unwanted and evidence of neglect; court records of parents and inclusion in family of delinquent brothers and/or sisters; inadequate living quarters and overcrowding in home; attitudes toward school including lack of interest, indifferent to or dislike of school, truancy record, lack of a "feeling of belonging" to the class group, and limited participation in extra-curricular or club activities at school.

Little difference is noted for items concerning family income and location of home in high-delinquency rate area (other than for non-delinquent boys), and in the mother being employed outside the home.

TABLE 4

NUMBER AND PERCENTAGE OF DELINQUENT AND NON-DELINQUENT BOYS AND GIRLS
WITH "YES" RESPONSES TO FORTY -TWO CHECK LIST ITEMS HAVING
GREATEST BEARING ON POTENTIAL DELINQUENT BEHAVIOR

ITEMS	NON-DELINQUENTS				DELINQUENTS			
	Boys(N = 56)		Girls(N = 62)		Boys(N = 16)		Girls(N = 4)	
	No.	%	No.	%	No.	%	No.	%
Is below average in academic aptitude	10	17.86	12	19.35	8	50.	3	75.00
Reacts to situations in overly aggressive manner	3	5.36	7	11.29	5	31.25	1	25.00
Attends movies at least twice a week	15	26.78	11	17.74	8	50.	0	00.00
Never belonged to a club or organization	5	8.93	12	19.35	6	37.50	2	50.00
Shows lack of success in out-of-school activities	9	16.07	8	12.90	6	37.50	2	50.00
Has previous record of delinquent behavior	3	5.36	1	1.61	16	100.	4	100.00
Associates with others who are or have been delinquent	5	8.93	5	8.06	10	62.50	3	75.00
Evidences a philosophy of "good" or "bad" luck	11	19.64	9	14.51	13	81.25	2	50.00
"Runs" with a "gang"	8	14.28	11	17.74	10	62.50	1	25.00
Family broken by divorce, desertion, or death	11	19.64	19	30.64	9	56.25	4	100.00
Relationships in family life unwholesome	3	5.36	5	8.06	6	37.50	4	100.00

TABLE 4 (Contd.)

NUMBER AND PERCENTAGE OF DELINQUENT AND NON-DELINQUENT BOYS AND GIRLS
WITH "YES" RESPONSES TO FORTY-TWO CHECK LIST ITEMS HAVING
GREATEST BEARING ON POTENTIAL DELINQUENT BEHAVIOR

ITEMS	NON-DELINQUENTS				DELINQUENTS			
	Boys(N = 56)		Girls(N = 62)		Boys(N = 16)		Girls(N = 4)	
	No.	%	No.	%	No.	%	No.	%
Emotional conflicts between parents	3	5.36	11	17.74	3	18.75	2	50.00
Emotional conflicts between siblings	3	5.36	6	9.68	4	25.	2	50.00
Emotional conflicts between parents and siblings	1	1.78	4	6.45	5	31.25	1	25.00
Poor home discipline (lax, rigid, or erratic)	5	8.93	4	6.45	5	31.25	1	25.00
Feels disliked or unwanted	0	0.00	3	4.84	4	25.00	3	75.00
Over-indulgence exhibited toward child	2	3.57	2	3.22	2	12.50	1	25.00
Drunkenness in family	4	7.14	8	12.90	3	18.75	2	50.00
Evidence of neglect	2	3.57	7	11.29	6	37.50	4	100.00
Cultural conflicts between parents and siblings	3	5.36	5	8.06	4	25.00	0	00.00
Delinquent brothers and/or sisters	5	8.93	8	12.90	6	37.50	4	100.00
Parents have court records	4	7.14	4	6.45	3	18.75	2	50.00
Family belongs to marginal group (Negro, foreign-born.)	56	100.00	62	100.00	16	100.00	4	100.00

TABLE 4 (Contd.)

NUMBER AND PERCENTAGE OF DELINQUENT AND NON-DELINQUENT BOYS AND GIRLS
WITH "YES" RESPONSES TO FORTY-TWO CHECK LIST ITEMS HAVING
GREATEST BEARING ON POTENTIAL DELINQUENT BEHAVIOR

ITEMS	NON-DELINQUENTS				DELINQUENTS			
	Boys(N = 56)		Girls(N = 62)		Boys(N = 16)		Girls(N = 4)	
	No.	%	No.	%	No.	%	No.	%
Lives in other than natural home	11	19.64	11	17.74	1	6.25	2	50.00
Family income inadequate for comfortable living	25	44.64	26	41.94	9	56.25	4	100.00
Mother is employed outside the home	22	39.28	26	41.94	9	56.25	1	25.00
Inadequate living quarters	16	28.57	23	37.10	9	56.25	4	100.00
Overcrowding (more than 1.5 persons per room) prevails	28	30.00	31	50.00	9	56.25	3	75.00
Family is mobile or migratory	2	3.57	2	3.22	2	12.50	1	25.00
Lives in high delinquency rate area	11	19.64	28	45.16	9	56.25	2	50.00
Has below average verbal ability	11	19.64	13	20.97	7	43.75	3	75.00
Has little interest in school work	9	16.07	3	4.84	10	62.50	2	50.00
Is unsuccessful in school work	4	7.14	7	11.29	7	43.75	1	25.00
Has repeated one or more grades	4	7.14	8	12.90	8	50.00	1	25.00
Is in a special class	1	1.78	0	0.00	0	0.00	0	00.00
Is indifferent to or dislikes school	1	1.78	1	1.61	10	62.50	1	25.00

TABLE 4 (Contd.)

NUMBER AND PERCENTAGE OF DELINQUENT AND NON-DELINQUENT BOYS AND GIRLS
WITH "YES" RESPONSES TO FORTY-TWO CHECK LIST ITEMS HAVING
GREATEST BEARING ON POTENTIAL DELINQUENT BEHAVIOR

ITEMS	NON-DELINQUENTS				DELINQUENTS			
	Boys(N = 56)		Girls(N = 62)		Boys(N = 16)		Girls(N = 4)	
	No.	%	No.	%	No.	%	No.	%
Transfers frequently from school to school	2	3.57	1	1.61	2	12.50	1	25.00
Is truant from school frequently	2	3.57	1	1.61	12	75.00	2	50.00
Intends to leave school as soon as law will allow	4	7.14	1	1.61	8	50.00	3	75.00
Feels that he does not belong to the class group	1	1.78	4	6.45	11	68.75	3	75.00
Takes little or no part in extra-curricular or club activities of school	4	7.14	1	1.61	14	87.50	3	75.00
Seldom attends church or Sunday School	11	19.64	9	14.51	6	37.50	3	75.00

It was observed that a greater percentage of non-delinquent boys reside in homes other than the natural one and that non-delinquent girls exceed delinquent girls in movie attendance.

Of the three classifications of factors included for special consideration: viz., personal, environmental and school, it is evident that the one affording greatest differences in non-delinquents and delinquents is that of school attitudes and situations. It is seen from Table 4, that delinquents received more "Yes" responses for a greater percentage than non-delinquents in eleven of the twelve items included.

Data Concerning Sex, Age and Statistical Measures for School Groups

School "A" - A Private School.-- Ten girls tested at School "A" have a median age of 150 months (12 yrs., 6 mos.,) and a check list "Yes" response mean of 11.90, determined from a response total range of seven to fourteen. The total scale mean for this group is -8.30 with a standard error of 2.20 and standard deviation of 6.59. The range of total scale scores was -21 to $\frac{1}{1}$.

For the eleven boys tested at School "A" were found a median age of 151 months (12 yrs., 7 mos.,) and a check list "Yes" response mean of 11.93. This total response range was seven to sixteen. From the Kvaraceus Scale were computed a total score mean of -10.18, from a score range of -20 to $\frac{1}{1}$, a standard deviation of 5.89 and standard error of the mean of 1.86.

School "B" - a Parochial School.-- The median age for eleven girls at School "B" was calculated to be 158 months (13 yrs., 2 mos.,) the check list mean for "Yes" responses 5.64 from totals ranging from two to eleven. A total score mean from the Scale was computed at -8.82 with a standard error of 1.47, standard deviation of 4.64 and score range of -17 to 0.

School "B" boys, ten in number, were found to have a median age of 162.50 (13 yrs., $6\frac{1}{2}$ mos.,) a check list "Yes" mean of 4.90 based on total response scores of three to eight. The total scale score mean for this group was 5.10 from scores of -16 to $\frac{1}{4}$, standard deviation of 6.79 and standard error of the mean of 1.91.

School "C" - a County School.-- Eight girls at School "C," with a median age of 162.50 months (13 yrs., $6\frac{1}{2}$ mos.,) had a mean from the check list "Yes" totals of 10.00, the response totals being eight to seventeen,

inclusive. A total scale mean of -2.00 was found from a score range of -8 to $\sqrt{9}$. The standard deviation was 5.92 and standard error of the mean, 2.24.

Ten boys at this school were found to have a median age of 162 months (13 yrs., 6 mos.,) and a check list "yes" response mean of 11.80 with totals ranging from eight to twenty-four. From the Kvaraceus Scale were computed a total score mean of $\sqrt{1.20}$ with a range of -9 to $\sqrt{10}$, standard deviation of 5.74 and standard error of the mean of 1.91.

School "D" - a County School.-- The median age for fourteen female subjects was calculated to be 169 months (14 yrs., 1 mo.,) and the total "Yes" range from the check list was ten to forty-seven for a mean of 20.71. A total scale score mean of $\sqrt{2.85}$ was computed from scores ranging from -13 to $\sqrt{17}$. The standard deviation for this group is 6.62 with a standard error of the mean recorded as 1.84.

The tested boys at School "D," numbering eleven, had a median age of 172.50 months (14 yrs., $4\frac{1}{2}$ mo.,) and a check list "Yes" response mean of 17.36 from a range of totals nine to twenty-seven. The scale score mean was -1.00 with standard error of 1.86, standard deviation of 5.88 and score range of -12 - $\sqrt{9}$.

School "E" - a County School.-- Nineteen School "E" girls were found to have a median age of 158.50 months (13 yrs., $2\frac{1}{2}$ mos.,) and a check list "Yes" response mean of 20.05 from totals ranging from eight to thirty-nine. The scale score mean was computed at $\sqrt{5.05}$ with a standard error of 1.24. The standard deviation is 5.26, and scale score range, -7 to $\sqrt{11}$.

The fourteen male subjects at this school with a median age of 166 months (13 yrs., 10 mos.,) and "Yes" response mean from the check list of 19.00, based on a total range of six to forty-four, were noted to have a

a scale score mean of -2.07 with standard error of 1.40, a standard deviation of 5.05 and score range of -14 to 7.

Analysis and Interpretation of Data Concerning School Groups.--- For the five schools, these statistical measures reveal School "A" boys and girls to be the youngest, School "D" boys and girls to be the oldest of the subjects tested. School "B" boys and girls with the lowest means from the Kvaraceus Check List "Yes" responses indicated the least tendency toward delinquency prone behavior resulting from personal, environmental and school factors. School "E" boys and School "D" girls were found to have the highest means thus indicating the greatest tendency toward delinquency prone behavior on the basis of the three factors aforementioned.

School "B" and School "A" girls, by virtue of negative means in order of listing, derived from the Kvaraceus Scale, indicate lesser tendencies toward delinquent behavior as revealed through attitudes and responses given for seventy-five four alternative response items. The three county schools, "C," "D," and "E" with positive mean scores for the girls' groups, indicated responses "typical of delinquents," the highest positive score noted for School "E."

School "C" boys reported the only positive mean score, revealing responses to the Kvaraceus Scale in keeping with those "typical of delinquents." The lowest negative score was calculated for boys at School "A."

The greatest spread in scores is observed in School "D" girls and School "B" boys, the least variability noted for School "B" girls and School "E" boys.

Data Concerning "Morale" and Age-Classified Groups

"High Morale" Groups.--- Fifteen "high morale" girls, representing the

five schools, were determined to have a median age of 156 months (13 yrs.,) a mean of check list "Yes" responses of 12.53 and a total "Yes" response range of three to thirty-six. For this group, with a scale score range of -21 to $\sqrt{7}$ were computed a mean of -5.20 with standard error of 2.18, and a standard deviation of 8.17.

"High morale" boys were twenty in number and likewise represented five schools. Their median age was calculated at 164.83 months (13 yrs., 8 mos.,) and the check list mean was recorded as 9.80 determined from "Yes" totals ranging from three to twenty-one. Kvaraceus Scale scores ranging from -20 to $\sqrt{10}$ were used in deriving a mean of -1.70 with standard error of 1.77 and standard deviation of 7.71.

"Low Morale" Groups.-- The five girls comprising the "low morale" group were enrolled in two schools, "D" and "E" and were determined to have a median age of 166 months (13 yrs., 10 mos.,) a mean, derived from the check list "Yes" responses of 33.20 and a total "Yes" range of twenty to forty-seven. From their total scale score range of $\sqrt{4}$ to $\sqrt{17}$ were computed a mean of $\sqrt{10.00}$ with standard error of 2.12 and a standard deviation of 4.24.

Three schools, "C", "D", and "E", contributed male subjects to the "low morale" group for which the median age was determined as 168 months (14 years). These boys were calculated to have a mean of 26.60 from the check list "Yes" response totals seventeen to forty-four in range. From the Kvaraceus Scale scores these measurements were obtained; score range, -7 to $\sqrt{4}$; mean, -1.00; standard error of the mean, 1.76 and standard deviation, 3.52.

Analysis and Interpretation of Data Concerning "Morale" Groups.-- The "low morale" girls revealed a seniority of ten months over the "high morale"

girls, they portrayed considerably greater tendencies toward delinquent behavior as evidenced through higher mean of check list "Yes" responses and a high positive Kvaraceus Scale score in contrast with a negative score mean attained by the "high morale" girls. "High morale" girls indicated a greater variability in scores by virtue of the larger standard deviation.

The "low morale" boys are noted as being four months older than the "high morale" boys, their "Yes" response mean is considerably higher than that for the "high morale" group (almost triple) and they indicated less spread in scores than did the "high morale" group. However, means derived for both groups from the Kvaraceus Scale are negative, indicating that neither group scored in the manner "typical of delinquents."

"Younger Groups."-- Female subjects comprising the "younger girls" group ranged in age from 140 months to 158 months with a median age of 152.83 months (12 yrs., 9 mos.) This group revealed a check list "Yes" response mean of 11.80 from a total range of three to twenty-five; a total scale score mean of -3.90 with standard error of 1.46 and standard deviation of 8.02. The range of total scale scores is noted as being -21 to ~~7~~9.

The "younger boys" in this study had an age range of 131 months to 162 months, the median age being 154.50 (12 yrs., 10 $\frac{1}{2}$ mos.) A check list "Yes" mean response was computed as 11.25 from a score range of four to twenty-two and from the total scale scores were computed these measures: mean, -5.82 with standard error of 1.26, standard deviation, 6.56 and total scale range, -20 to ~~7~~5.

"Older Groups."-- For the "older girls" with an age range of 159 months to 191 months a median age of 168 months (14 years) was computed. These girls were calculated to have a mean of 18.61 from "Yes" responses

to the check list items on totals ranging from three to forty-seven. A scale score mean of $\sqrt{3.00}$ with standard error of 1.28, standard deviation of 7.01 and scale range of -13 to $\sqrt{17}$ were obtained.

An age range of 164 months to 188 months, gave a median age of 171.83 months (14 yrs., 4 mos.,) for the "older boys," whose mean from check list "Yes" responses was calculated at 15.04 from a range of three to forty-four. Scale scores were used to determine a range of -14 to $\sqrt{10}$, mean of -1.04 with standard error of 1.16 and standard deviation of 6.33.

Analysis and Interpretation of Data Concerning Age - Classified Groups.--

Analysis of the above listed data for "younger" and "older" girls reveals higher scores for inclination toward delinquent behavior, on both instruments, for the older girls, greater variability being noted in the total scale scores obtained by the younger group. The age difference, expected in keeping with the grouping used, is one year, three months.

A similar age difference, one year, five and one-half months was noted for the male subjects in these two groups. The "younger boys" portray tendencies toward delinquent behavior as shown by personal, environmental and school factors on the check list to a lesser degree, and, likewise, indicated by the negative scale mean, a smaller indication of "delinquent like" attitudes, although the older boys, with a negative scale score mean, did not respond in the manner "typical of delinquents."

Younger girls and older boys revealed the greatest amount of variability in scores.

Age, Sex and School Differences Manifested by the Subjects of the Present Study

Differences Manifested by the Female Subjects.-- Girls at Schools "A" and "B" did not show a significant difference with each other, but, analysis

of data derived from the Kvaraceus Delinquency Proneness Scale and difference data, shown in Table 5, denotes significant differences for both schools with girls from each of the other three schools, and with the delinquent girls.

Girls of Schools "C," "D," and "E," did not show significant differences with each other nor with the delinquent girls.

"High morale" girls showed a significant difference with "low morale" girls and delinquent girls. "Low morale" girls did not show a significant difference when compared with delinquent girls.

Significant differences were noted for delinquent girls and non-delinquent girls, "younger" girls and "older" girls.

Differences Manifested by the Male Subjects.--- Analysis of Table 6, page 78, shows the differences noted in the groups of male subjects of this study. Significant differences are noted for School "A" with Schools "C," "D," "E," and the delinquents. A significant difference was noted for "younger" and "older" boys.

Analysis for Delinquency Proneness by School and Sex

Examination of Tables 7 - 12, listing data on individual subjects, by groups, reveals the number of persons in this study indicating a proneness to delinquency according to check list responses only, total scale score only, or a combination of both instruments. As aforementioned, positive scores indicate majority response in the manner "typical of delinquents" and indicate a tendency toward delinquent behavior as measured by the Kvaraceus Scale; Kvaraceus Check List "Yes" responses totaling one to ten indicate "slight susceptibility" to delinquency, ten to thirty "merit attention" for delinquency tendencies and, thirty or more" warrant high

TABLE 5

DATA DERIVED FROM THE RESULTS OF THE KVARACEUS DELINQUENCY PRONENESS
SCALE AND DIFFERENCES OBTAINED FOR ELEVEN GROUPS OF FEMALE
SUBJECTS IN THE PRESENT STUDY

COMPONENT	Mean	S.D	S.E.m.	M diff.	S.E.M diff.	DF	"t"
School A	-8.30	6.59	2.20	---	---	--	---
School B	-8.32	4.64	1.47	0.52	2.64	19	0.20
School C	/2.00	5.92	2.24	10.30	3.14	16	3.28*
School D	/2.85	6.62	1.84	11.15	2.84	22	3.55*
School E	/5.05	5.26	1.24	13.35	2.52	27	5.30*
Delin'ts	/6.75	4.44	2.56	15.05	3.76	12	4.00*
School B	-8.82	4.64	1.47	---	---	--	---
School C	/2.00	5.92	2.24	10.82	2.68	17	4.04*
School D	/2.85	6.62	1.84	11.67	2.36	23	4.94*
School E	/5.05	5.26	1.24	13.87	1.97	28	7.04*
Delin'ts	/6.75	4.44	2.56	15.57	2.95	13	5.28*
School C	/2.00	5.92	2.24	---	---	--	---
School D	/2.85	6.62	1.84	0.85	2.90	24	0.29
School E	/5.05	5.26	1.24	3.05	2.56	25	1.19
Delin'ts	/6.75	4.44	2.56	4.75	3.42	10	1.39
School D	/2.85	6.62	1.84	---	---	--	---
School E	/5.05	5.26	1.24	2.20	2.22	31	0.99
Delin'ts	/6.75	4.44	2.56	3.90	3.15	16	1.24
School E	/5.05	5.26	1.24	---	---	--	---
Delin'ts	/6.75	4.44	2.56	1.70	2.84	21	0.60
Hi Morale	-5.20	8.17	1.84	---	---	--	---
Low Morale	/10.00	4.24	2.12	15.20	3.04	13	5.00*
Delin'ts	/6.75	4.44	2.56	11.95	3.36	12	3.56*
Low Morale	/10.00	4.24	2.12	---	---	--	---
Delin'ts	/6.75	4.44	2.56	3.25	3.02	7	1.08
Delin'ts	/6.75	4.44	2.56	---	---	--	---
Non-Delin.	-0.45	8.17	1.04	7.20	2.76	64	2.61**
"Younger"	-3.90	8.02	1.46	---	---	--	---
"Older"	/3.00	7.01	1.28	6.90	1.94	60	3.56*

*Indicates significant difference at the one per cent level.

**Indicates significant difference at the five per cent level.

TABLE 6

DATA DERIVED FROM THE RESULTS OF THE KVARACEUS DELINQUENCY PRONENESS
SCALE AND DIFFERENCES OBTAINED FOR ELEVEN GROUPS
OF MALE SUBJECTS IN THE PRESENT STUDY

COMPONENT	Mean	S.D.	S.E.m.	M diff.	S.E.M diff.	DF	"t"
School A	-10.18	5.89	1.86	---	---	--	---
School B	-5.10	6.79	2.26	5.08	2.93	19	1.73
School C	/ 1.20	5.74	1.91	11.38	2.66	19	4.28*
School D	-1.00	5.88	1.86	9.18	2.63	20	3.50*
School E	-2.07	5.05	1.40	5.08	2.32	23	2.19*
Delin'ts	-0.88	5.76	1.48	9.30	2.46	24	3.78*
School B	-5.10	6.79	2.26	---	---	--	---
School C	/ 1.20	5.74	1.91	6.30	2.96	19	2.13
School D	-1.00	5.88	1.86	4.10	2.91	20	1.41
School E	-2.07	5.05	1.40	3.03	2.66	23	1.14
Delin'ts	-0.88	5.76	1.48	4.22	2.70	24	1.56
School C	/ 1.20	5.74	1.91	---	---	--	---
School D	-1.00	5.88	1.86	2.20	2.67	19	0.82
School E	-2.07	5.05	1.40	3.27	2.37	23	1.38
Delin'ts	-0.88	5.76	1.48	2.08	2.42	24	0.86
School D	-1.00	5.88	1.86	---	---	--	---
School E	-2.07	5.05	1.40	1.07	2.33	23	0.46
Delin'ts	-0.88	5.76	1.48	0.12	2.46	25	0.05
School E	-2.07	5.05	1.40	---	---	--	---
Delin'ts	-0.88	5.76	1.48	1.19	2.04	28	0.58
Hi Morale	-1.70	7.71	1.77	---	---	--	---
Low Morale	-1.00	3.52	1.76	0.70	2.50	23	0.28
Delin'ts	-0.88	5.76	1.48	0.82	2.31	34	0.35
Low Morale	-1.00	3.52	1.76	---	---	--	---
Delin'ts	-0.88	5.76	1.48	0.12	2.30	19	0.05
"Younger"	-5.82	6.56	1.26	---	---	--	---
"Older"	-1.04	6.33	1.22	4.78	1.75	54	2.73*
Delin'ts	-0.88	5.76	1.48	---	---	--	---
Non-Delin.	-3.01	7.13	0.96	2.13	1.76	70	1.21

*Indicates significant difference at the one per cent level.

priority for study," for delinquency tendencies as evidenced by factors concerned with personal, environmental and school conditions.

Proneness Exhibited at School "A."-- For School "A" two girls indicate slight susceptibility in terms of check list responses only; seven girls "merit attention" by virtue of check list responses only and one girl had a positive scale score and sufficient check list responses to "merit attention."

Four boys at School "A" indicated a "slight susceptibility" on the basis of check list responses only; six boys "merit attention" from the check list data only and one boy "merits attention" according to a positive Kvaraceus Scale score and check list data. Data for individual subjects is portrayed in Table 7.

TABLE 7

DATA CONCERNING SEX, AGE, KVARACEUS TOTAL SCALE SCORE AND CHECK LIST RESPONSES FOR INDIVIDUAL SUBJECTS STUDIED AT SCHOOL "A"

	Sex	Age	Total Scale Score	Check List Response		
				Yes	No	?
Pupil 1	G	142	- 7	11	59	0
Pupil 2	G	151	- 2	7	63	0
Pupil 3	G	149	-11	14	56	0
Pupil 4	G	153	-10	12	58	0
Pupil 5	G	148	-17	6	62	0
Pupil 6	G	153	- 6	16	54	0
Pupil 7	G	152	- 1	13	57	0
Pupil 8	G	140	- 9	12	58	0
Pupil 9	G	147	/ 1	13	57	0
Pupil 10	G	153	-21	13	57	0
Pupil 11	B	131	- 4	9	61	0
Pupil 12	B	150	-11	11	59	0
Pupil 13	B	145	- 6	16	54	0
Pupil 14	B	156	- 5	12	58	0
Pupil 15	B	172	/ 1	10	60	0
Pupil 16	B	153	-15	7	63	0
Pupil 17	B	144	-12	14	56	0
Pupil 18	B	147	-11	8	62	0
Pupil 19	B	161	-20	11	59	0
Pupil 20	B	151	-12	9	61	0
Pupil 21	B	152	-17	11	59	0

Proneness Exhibited at School "B".-- For School "B," ten girls evidence "slight susceptibility" according to check list ratings and only one "merits attention." There were no positive scores to indicate proneness on the basis of both instruments.

The ten boys studied at School "B" indicate only "slight susceptibility" to delinquency. Eight of the ten are in this category on the basis of check list ratings only, two had positive scale scores and check list ratings to meet requirements for this category.

Data concerning individuals studied at School "B" may be examined in Table 8.

TABLE 8

DATA CONCERNING SEX, AGE, KVARACEUS TOTAL SCALE SCORE AND CHECK LIST RESPONSES FOR INDIVIDUAL SUBJECTS STUDIED AT SCHOOL "B"

	Sex	Age	Total Scale Score	Check List Response		
				Yes	No	?
Pupil 1	G	158	-17	4	64	0
Pupil 2	G	159	- 6	6	64	0
Pupil 3	G	160	0	3	67	0
Pupil 4	G	151	-12	5	65	0
Pupil 5	G	147	- 8	5	65	0
Pupil 6	G	151	- 7	9	60	1
Pupil 7	G	151	-15	3	67	0
Pupil 8	G	158	- 6	2	68	0
Pupil 9	G	158	- 5	11	59	0
Pupil 10	G	156	-12	8	62	0
Pupil 11	G	170	- 9	6	64	0
Pupil 12	B	149	- 4	8	62	0
Pupil 13	B	150	0	4	66	0
Pupil 14	B	159	/ 4	5	65	0
Pupil 15	B	168	0	5	65	0
Pupil 16	B	155	-10	5	65	0
Pupil 17	B	175	-16	6	64	0
Pupil 18	B	175	- 8	3	67	0
Pupil 19	B	166	- 3	5	65	0
Pupil 20	B	154	-16	5	65	0
Pupil 21	B	164	/ 2	3	67	0

Proneness Exhibited at School "C".--- One School "C" girl evidenced "slight susceptibility" on the check list rating only; seven girls indicated proneness on conjunctive use of the instruments, each in the "merits attention" category.

Two boys at School "C" were found to be "slightly susceptible" according to the Kvaraceus Check List responses only; two male subjects had positive scale scores and indicated "slight susceptibility by the check list score. Four boys "merit attention" from positive Kvaraceus total scale scores and check list responses and two boys "merit attention" solely on the basis of the check list score. Table 9 presents data on individual subjects studied at School "C".

TABLE 9

DATA CONCERNING SEX, AGE, KVARACEUS TOTAL SCALE SCORE AND CHECK LIST RESPONSES FOR INDIVIDUAL SUBJECTS STUDIED AT SCHOOL "C"

	Sex	Age	Total Scale Score	Check List Response		
				Yes	No	?
Pupil 1	G	156	/ 6	12	58	0
Pupil 2	G	164	/ 7	12	58	0
Pupil 3	G	159	- 7	11	59	0
Pupil 4	G	175	/ 4	17	51	2
Pupil 5	G	158	/ 9	11	58	1
Pupil 6	G	172	/ 1	10	57	3
Pupil 7	G	159	- 8	8	62	0
Pupil 8	G	165	/ 4	9	61	0
Pupil 9	B	165	- 1	24	38	8
Pupil 10	B	166	/ 6	8	61	1
Pupil 11	B	159	- 9	8	61	1
Pupil 12	B	173	/ 10	11	56	3
Pupil 13	B	156	- 6	8	62	0
Pupil 14	B	187	/ 3	12	57	1
Pupil 15	B	160	/ 5	14	52	4
Pupil 16	B	157	/ 3	12	56	2
Pupil 17	B	164	/ 4	8	62	0
Pupil 18	B	153	- 3	13	57	0

Proneness Exhibited at School "D".--- Data compiled on subjects at School "D" show that three girls "merit attention" by scores from the check

list only; ten girls had positive or delinquency-prone scale scores and ratings on the check list to "merit attention;" one girl had scores on both instruments sufficient to "warrant high priority for study."

One boy indicated "slight susceptibility" from the check list rating, only; five boys "merit attention" on the basis of response ratings on the check list only and five boys "merit attention" for scores indicating delinquent like tendencies on both instruments.

TABLE 10

DATA CONCERNING SEX, AGE, KVARACEUS TOTAL SCALE SCORE AND CHECK LIST RESPONSES FOR INDIVIDUAL SUBJECTS STUDIED AT SCHOOL "D"

		Sex	Age	Total Scale	Check List Response		
				Score	Yes	No	?
Pupil 1		G	162	/ 8	15	54	1
Pupil 2		G	169	/ 4	36	34	0
Pupil 3		G	186	/ 17	47	23	0
Pupil 4		G	191	- 13	25	45	0
Pupil 5		G	176	/ 4	19	51	0
Pupil 6		G	159	0	23	47	0
Pupil 7		G	169	- 3	10	60	0
Pupil 8		G	177	/ 4	17	53	0
Pupil 9		G	163	/ 11	20	50	0
Pupil 10		G	174	/ 1	16	54	0
Pupil 11		G	150	/ 1	13	57	0
Pupil 12		G	172	/ 4	16	54	0
Pupil 13		G	159	- 1	15	55	0
Pupil 14		G	161	/ 3	18	39	13
Pupil 15		B	167	/ 2	20	45	5
Pupil 16		B	179	0	17	53	0
Pupil 17		B	156	/ 2	13	57	0
Pupil 18		B	173	/ 9	18	50	2
Pupil 19		B	160	- 4	9	61	0
Pupil 20		B	164	/ 4	27	43	0
Pupil 21		B	172	- 9	25	45	0
Pupil 22		B	175	/ 4	15	55	0
Pupil 23		B	172	- 12	14	56	0
Pupil 24		B	160	- 2	11	59	0
Pupil 25		B	186	- 5	22	48	0

Individual subjects, as presented in Table 10, offer these manifestations of proneness.

Proneness Exhibited at School "E."-- At School "E" one girl was found to evidence "slight susceptibility" on the basis of a check list score only; two girls "merit attention" by virtue of check list score only; fourteen girls "merit attention" on conjunctive interpretation of the Proneness Scale positive scores and check list scores; two girls "warrant high priority for study" on the basis of both instruments.

TABLE 11

DATA CONCERNING SEX, AGE, KVARACEUS TOTAL SCALE SCORE AND CHECK LIST RESPONSES FOR INDIVIDUAL SUBJECTS STUDIED AT SCHOOL "E"

	Sex	Age	Total Scale Score	Check List Response		
				Yes	No	?
Pupil 1	G	154	/ 3	13	57	0
Pupil 2	G	168	/ 9	23	46	1
Pupil 3	G	172	/ 11	27	40	3
Pupil 4	G	152	/ 4	19	51	0
Pupil 5	G	158	/ 2	12	58	0
Pupil 6	G	156	/ 3	14	56	0
Pupil 7	G	158	- 7	8	62	0
Pupil 8	G	166	/ 10	39	30	1
Pupil 9	G	164	/ 8	17	53	0
Pupil 10	G	151	/ 3	25	45	0
Pupil 11	G	150	/ 8	16	54	0
Pupil 12	G	181	/ 15	17	51	2
Pupil 13	G	157	/ 5	13	57	0
Pupil 14	G	165	/ 11	16	54	0
Pupil 15	G	156	- 1	19	51	0
Pupil 16	G	185	/ 4	24	46	0
Pupil 17	G	168	- 4	19	50	1
Pupil 18	G	151	/ 8	25	43	2
Pupil 19	G	171	/ 4	35	35	0
Pupil 20	B	158	- 2	22	48	0
Pupil 21	B	168	- 2	6	60	4
Pupil 22	B	167	- 2	7	54	9
Pupil 23	B	154	- 5	20	49	1
Pupil 24	B	164	/ 1	11	48	11
Pupil 25	B	188	/ 5	30	37	3
Pupil 26	B	165	/ 2	13	57	0
Pupil 27	B	156	/ 7	21	48	1
Pupil 28	B	174	- 7	44	26	0
Pupil 29	B	153	/ 1	15	54	1
Pupil 30	B	180	- 14	13	55	2
Pupil 31	B	168	- 1	21	40	9
Pupil 32	B	183	0	23	34	13
Pupil 33	B	162	- 5	20	50	0

Of fourteen boys at School "E," two evidenced "slight susceptibility" to delinquency prone behavior on the basis of check list scores only, six "merit attention" as shown by the check list only, and one "warrants high priority for study" solely on basis of the check list. Four boys had positive scale scores and check list responses to "merit attention," and one boy had a positive scale score and sufficient check list "Yes" responses to "warrant high priority for study." Table 11 includes this data.

Proneness Exhibited by Delinquent Groups.-- According to data derived from the Kvaraceus Proneness Scale and Check List, as shown in Table 11, the adjudged delinquent girls in this study exhibited a proneness to delinquency in this manner: each of the four girls obtained positive scale scores, indicating responses "typical of delinquents," one girl is categorized as "meriting attention" by both instruments, three girls "warrant high priority for study" on the basis of both instruments.

The sixteen delinquent boys, according to these instruments, were past the slight susceptibility category. Six "merit attention," indicated by check list responses only; three "merit attention," revealed through positive scale scores and responses to the check list; three "warrant high priority for study," evidenced from the check list, and four with positive scores indicated "high priority for study" on the check list data.

TABLE 12

DATA CONCERNING SEX, AGE, KVARACEUS TOTAL SCALE SCORE AND CHECK LIST RESPONSES FOR ADJUDGED DELINQUENT SUBJECTS OF THE PRESENT STUDY

	Sex	Age	Total Scale Score	Check List Response		
				Yes	No	?
A D 1	G	172	/10	33	35	2
A D 2	G	170	/1	41	26	3
A D 3	G	156	/4	45	20	5
A D 4	G	183	/12	28	37	5
A D 5	B	169	/3	37	33	0
A D 6	B	172	- 8	21	49	0
A D 7	B	177	- 4	24	40	6
A D 8	B	208	- 3	26	40	4
A D 9	B	178	/8	27	42	1
A D 10	B	186	- 2	39	17	4
A D 11	B	156	/5	36	30	4
A D 12	B	186	-10	19	51	0
A D 13	B	156	/4	27	42	1
A D 14	B	173	- 2	27	41	2
A D 15	B	183	- 8	30	40	0
A D 16	B	149	- 7	12	53	5
A D 17	B	168	/3	37	30	3
A D 18	B	172	/1	47	22	1
A D 19	B	156	- 3	36	31	3
A D 20	B	164	/9	23	42	5

CHAPTER VI

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR EDUCATIONAL THEORY AND IMPROVED SCHOOL PRACTICE

The problem of juvenile delinquency is one which continues to be of concern to psychologists, sociologists, criminologists and educators, in addition to other disciplines. There has been an increase in delinquency rate of 19 per cent, on a national level, noted for the period 1948-1952. As a problem of such wide scope, juvenile delinquency, and its many facets, should be of major concern to guidance personnel in the modern school, where, as "specialists" in an area requiring concentration on a study of the individual, it is expected that such professional workers will supplant the services afforded in this direction by classroom teachers and others in contact with children.

The prevalent view is that delinquency stems from a multiplicity of reasons, involving personal and environmental factors, which result in an individual reaction precipitating maladjustment and ultimate delinquent behavior. This delinquent behavior may have a very personal meaning to the individual child: flight from a tense and unpleasant situation, achievement of group status and recognition or drowning of unhappiness and bitterness by intense excitement and the running of risks.

There is general agreement that puberty is a critical age from the point of view of personality development and more especially from the point of view of pathological departures, thus offering many possibilities for friction and inner conflict often expressed in critical and resentful attitudes toward adults and their standards.

Early diagnosis of youth who are maladjusted and/or manifest overt or scientifically observed tendencies toward "problem behavior," has been advanced as the foundation for preventive programs. Responsibility for early diagnosis has been placed on all community resources with the schools bearing the brunt of the responsibility because of more extensive contact with children. This early diagnosis may be the result of school, home or community observation; overt indications of atypical behavior, scores from indices of emotional and social adjustment inventories or other types of measurements. One such instrument of detection, developed specifically to reveal delinquency potentiality, was employed in this study, as the writer feels that should such an instrument assist in the scientific diagnosis of delinquency it would be of inestimable worth to guidance personnel.

Problem, Subjects and Methodology

The Problem.-- This study was designed to determine the differences in the relative proneness to delinquency, indicated by the Kvaraceus Delinquency Proneness Scale and Check List, as observed in five selected groups of seventh grade pupils at specified schools in Fulton County, Georgia, and one group of adjudged delinquents, on the same grade level, under jurisdiction of the Fulton County Juvenile Court.

The purposes of this study were to answer the following questions:

1. What are the major statistical differences noted between and among the groups?
 - 1.1 In which school is proneness to delinquency of students, as measured by the Kvaraceus instruments highest?
 - 1.2 Is there a significant difference by sex in proneness to delinquency, as measured by the Kvaraceus instruments?

1.3 Which of the five selected schools most nearly meets the degree of proneness indicated by the "adjudged delinquent" group?

2. How does the delinquency proneness ratio found through this testing compare with the present delinquency ratio of Fulton County Negro youth?

3. Are the Kvaraceus Delinquency Scale and Check List valid instruments for use with the populations of which the present samples are representative?

The Subjects.-- The 118 non-delinquent subjects of this study were chosen from three county operated schools, located in suburban areas of Fulton County, and two private schools (one parochial) located within the Atlanta City limits. Subjects from the larger county schools were chosen by random sampling and incidental samples were obtained for one county school and the private schools. Of the total non-delinquent group, fifty-six subjects are boys, sixty-two are girls.

Subjects included in the "high morale" and "low morale" groups were placed in these categories after designation as such by ratings of the teachers from pre-defined criteria. Age-classified groups were set up by the writer after determination of the median age, by sex, for the non-delinquent subjects.

Twenty of the twenty-nine adjudged delinquents, on the seventh grade level, under jurisdiction of the Fulton County Juvenile Court during the period May 15, 1953 to June 15, 1953, were contacted for study. Of this group four were girls, sixteen boys, meeting the ratio by sex as noted by the Juvenile Court. As a group, these subjects attended twelve schools in the Atlanta Public School system and two Fulton County Schools. Their offenses, resulting in apprehension, included burglary, stealing, shoplifting,

destruction of property, ungovernability, truancy and drinking whiskey, multiplicity of offenses noted in many cases.

The Methodology.-- The specific steps followed in achieving the purposes of this study were as follows:

1. Subjects were chosen in the manner previously explicated and schools coded to veil identity.
2. The Kvaraceus Delinquency Proneness Scale of seventy-five, four alternative response items was administered, by the writer, to all subjects. All non-delinquents were tested at their respective schools, during the school day; all delinquents were tested, in small groups, at the Juvenile Court.
3. The Kvaraceus Check List of seventy items concerning personal, environmental and school factors, was executed by teachers and probation officers for non-delinquent subjects and delinquent subjects, respectively.
4. The writer scored and tabulated responses to both instruments.
5. Subjects were separated by sex to form eleven male and eleven female groups and for each group, from the Proneness Scale data, were computed the following statistical measures: median age, mean, standard error of the mean and standard deviation. The mean difference, standard error of the mean difference and Fisher's "t" were calculated for the purpose of determining statistical significance.
6. Check List data were treated in this manner:
 - 6.1 For each of the twenty-two groups were determined the mean responses to "Yes," "No," and Questionable items and range of total "Yes" responses.
 - 6.2 For the non-delinquent girls, non-delinquent boys, delinquent

girls and delinquent boys percentages were calculated to indicate responses to forty-two specified items.

7. Individual scores on both instruments were checked, categorized and tabulated for school groups and delinquent groups to determine delinquency proneness as measured by the instruments used in the study.

Summary of Related Literature

Literature reviewed in this study covered three phases of the overall problem of juvenile delinquency. These were general and specific approaches to a study of causative factors of delinquency, research noted in the prevention, control and prediction of delinquency, and the role of the school in the problem of delinquency.

The Scope of Delinquency.-- Persons representing many disciplines have contributed to the prodigious amount of research conducted on the problem of juvenile delinquency. These approaches have offered theories of causation based on such factors as race, religion, neighborhood areas and conditions, specific factors of environment and culture conflict, lack of adequate recreational facilities, bad companions, genetic and constitutional origins of persistent criminalism, factors of physical and mental deviation-physical handicaps, defective mentality, mental conflict, adjustment or maladjustment and family factors including the broken home, housing, degree of parental control and sibling relationships. Each approach, as offered by the various disciplines, has contributed definitions of delinquency to increase the confusion noted over terminology. This confusion in conceptual framework has been found to carry over into legal concepts allowing great differences in statistical reporting and apprehension from state to state.

Of these many approaches and confusion in terminology, it appears to

be the consensus of modern thought that recognition must be made of the interrelatedness of causes with greater attention being placed on the study of the offender and less attention to the explanation of crime in general.

Prevention, Control and Prediction of Delinquency.-- Literature pertinent to these phases of the juvenile delinquency problem seems to emphasize the need for practical approaches to these areas, approaches within the capabilities of those persons and communities desirous of positive action. Cooperative community action in programs concerned with detection of children with deviant behavior, and in corrective and rehabilitation work ranks quite high as a suggested measure, and likewise, is noted as playing an important role in successful programs of this nature.

Despite a general recognition of the importance of early diagnosis of the pre-delinquent child, one finds relatively few authors who suggest "valid methods" of predicting delinquency, relatively few studies past or presently being conducted in the area, and generally a lack of concrete evidence on measures for possible use in the prediction of delinquency. It is noted that the few efforts made in this area have been on an extensive and complicated basis and that the more recent efforts are still in process of being validated. Possibilities of forecasting delinquency, through use of tests and questionnaires which cover those factors contributing most directly to delinquency, have been confirmed by several researchers.

The Role of the School.-- According to many authors, the school is the logical place for concentrated attack on delinquency on the basis of these reasons: (1) The school is the one agency that touches practically all children from early childhood on, (2) The conventional school is oftentimes a destructive factor with predisposing situations and influences

leading to delinquent behavior.

Current reports from scattered areas reveal the positive influences contributed by the schools in community programs and numerous authors recognize the value of guidance personnel, counselors and visiting teachers, who offer professional attention to problems causing truancy, adjustment of behavior problems, referral of problems to other agencies and work directly for treatment of children's difficulties.

Limitations on school participation in the attack on delinquency are expressed as attitudes of administrators, insufficient time allotted classroom teachers, whose first duty is in instruction, inadequate financial appropriations to allow sufficient professional personnel and classroom space for specialized services to all children indicating need of same.

Summary of Findings

Presentation of Data.-- Data pertinent to this study are presented in three categories, namely: summarization of Kvaraceus Delinquency Scale and Check List data with statistical arrays by sex presented in Tables 13 and 14, pages 94 and 95; significant differences ascertained for groups, by sex, presented in Table 15, page 97; and proneness to delinquency as measured by the instruments used in this study and exhibited by school groups and delinquents, by sex, presented in Table 16, page 99.

Analysis and Interpretation of Data.-- Analysis of check list data are summarized in these findings:

1. Delinquents are approximately one year older than non-delinquents; they indicate a greater disparity in personal, environmental and school factors which are related to delinquency prone behavior and, by sex, they do not respond differently to each other, but respond adversely and

unfavorably to non-delinquents in factors involving: school attitudes, situations, verbal ability and academic aptitude; broken families, evidence of neglect, unwholesome family relationships, inadequate housing; association with delinquents and the inclusion in family of delinquent siblings as well as parents with court records.

2. School "A" boys and girls were the youngest subjects and School "D" boys were the oldest non-delinquent boys and girls tested, "School "B" boys and girls, with the lowest means from the Kvaraceus Check List "Yes" responses, indicated the least tendency toward delinquency prone behavior resulting from personal, environmental and school factors. School "E" boys and School "D" girls were determined to have the highest means indicating greatest tendency toward delinquency prone behavior, as measured by this instrument.

3. "Low morale" girls averaged ten months seniority in age over "high morale" girls and portrayed greater tendencies toward delinquent behavior evidenced through a higher mean of "Yes" responses. "Low morale" boys, in the study, were four months older than "high morale" boys and evidenced greater tendency toward delinquency prone behavior revealed in a "Yes" response mean almost triple that of the latter group.

4. Differences of fifteen and seventeen and one-half months were observed for girls and boys, respectively in the age-classified groups. The older boys and girls portrayed delinquency prone behavior, by virtue of the check list, to a greater degree than the younger groups.

The arrays of statistical measures computed from the Kvaraceus Scale data and presented in Tables 13 and 14 indicate these findings:

1. Girls from Schools "A," "B," "high morale," younger girls and the

TABLE 13

SUMMARY OF STATISTICAL DATA DERIVED FROM THE RESULTS OF THE KVARACEUS DELINQUENCY PRONENESS
SCALE AND CHECK LIST ADMINISTERED TO FEMALE DELINQUENTS AND NON-DELINQUENTS
OF THE PRESENT STUDY

	School "A"	School "B"	School "C"	School "D"	School "E"	"High Morale"	"Low Morale"	Older Girls	Younger Girls	Non- Delin.	Delin- quents
Number	10	11	8	14	19	15	5	31	31	62	4
Median Age (months)	150	158	162.50	169	158.50	156	166	168	153.83	158.50	171
Check List "No" Mean	58.10	64.09	58.00	48.28	49.42	56.47	36.20	50.52	58.00	55.57	29.50
Check List "?" Mean	0.00	0.005	0.75	1.00	0.05	0.87	0.40	0.77	0.13	0.36	3.75
Check List "Yes" Mean	11.90	5.64	10.00	20.71	20.05	12.53	33.20	18.61	11.80	13.66	36.75
Check List "Yes" Range	7-14	2-11	8-17	10-47	8-39	3-36	20-47	3-47	3-25	2-47	28-45
Total Scale Mean	-8.30	-8.82	/2.00	/2.85	/5.05	-5.20	/10.00	/3.00	-3.90	-0.45	/6.75
Total Scale Range	-21-/1	-17-0	-8-/9	-13-/17	-7/11	-21-/7	/4-/17	-13-/17	-21-/9	-21-/17	/1-/12
Total Scale Stand. Dev.	6.59	4.64	5.92	6.62	5.26	8.17	4.24	7.01	8.02	8.17	4.44
Standard Er- ror of Mean	2.20	1.47	2.24	1.84	1.24	2.18	2.12	1.28	1.46	1.04	2.56

TABLE 14

SUMMARY OF STATISTICAL DATA DERIVED FROM THE RESULTS OF THE KVARACEUS DELINQUENCY PRONENESS
SCALE AND CHECK LIST ADMINISTERED TO MALE DELINQUENTS AND NON-DELINQUENTS
OF THE PRESENT STUDY

	School "A"	School "B"	School "C"	School "D"	School "E"	"High Morale"	"Low Morale"	Older Boys	Younger Boys	Non- Delin.	Delin- quents
Number	11	10	10	11	14	20	5	28	28	16	56
Median Age (months)	151.0	162.50	162.00	172.50	166.00	164.83	168.00	171.83	154.50	172.00	163.00
Check List "Yes" Mean	10.73	4.90	11.80	17.36	19.00	9.80	26.60	15.04	11.25	29.25	12.76
Check List "No" Mean	59.27	65.10	56.20	52.00	47.14	58.65	40.00	52.43	58.40	37.69	55.94
Check List "?" Mean	0.00	0.00	1.20	0.64	3.78	1.55	1.60	2.53	0.36	2.44	1.12
Check List "Yes" Range	7-16	3-8	8-24	9-27	6-44	3-21	17-44	3-47	4-22	12.47	3-44
Total Scale Mean	-10.18	-5.10	1 1.20	-1.00	-2.07	-1.70	-1.00	-1.04	-5.82	-9.88	-3.01
Total Scale Stand. Dev.	5.89	6.79	5.74	5.88	5.05	7.71	3.52	6.33	6.56	5.76	7.13
Total Scale Range	-20--- 1	-16--- 4	-9--- 10	-12--- 9	-14--- 7	-20--- 10	-7--- 4	-14--- 10	-20--- 5	-10--- 9	-20--- 10
Standard Er- ror of Mean	1.86	2.26	1.91	1.86	1.40	1.77	1.76	1.28	1.26	1.48	0.96

total non-delinquent grouping with negative means did not score in the manner "typical of delinquents." The greatest variability in scores was observed in the "high morale" and total non-delinquent groups (identical standard deviations,) and the group revealing the greatest degree of homogeneity was the "low morale" group.

2. All male subjects, except the sample at School "C" were scored negatively or in the manner not "typical of delinquents." The "high morale" group exhibited the greatest amount of dispersion in scores; the "low morale" group revealed the least amount of scatter.

Statistically significant differences, presented in Table 15, are summarized thusly:

1. Girls at Schools "A," and "B," are indicated as being from the same parent population and, likewise, on the basis of significant differences observed, are different from female subjects at Schools "C," "D," "E," and the delinquent girls.

2. Delinquent and non-delinquent girls indicate a statistically significant difference; "high morale" girls show sampling from a population different from that of "low morale" girls and delinquent subjects; younger girls and older girls are likewise ascertained to be from different populations.

3. Boys from Schools "A" and "B" indicate no statistically significant difference with each other, but male subjects at School "A" are from a population different from that of delinquent boys and samples at Schools "C," "D," and "E." A difference is also observed for "younger" and "older" boys.

Proneness to delinquency, exhibited by school groups and delinquent subjects, evidenced by individual or conjunctive use of the Kvaraceus

TABLE 15

SUMMARY OF SIGNIFICANT DATA DERIVED FROM THE KVARACEUS DELINQUENCY PRONE-
NESS SCALE FOR MALE AND FEMALE SUBJECTS OF THE PRESENT STUDY

COMPONENT	MALE SUBJECTS					FEMALE SUBJECTS				
	N.	Mean	S.D.	DF	"t"	N.	Mean	S.D.	DF	"t"
School A	11	-10.18	5.89	--	---	10	-8.30	6.59	--	---
School B	10	- 5.10	6.79	19	1.73	11	-8.82	4.64	19	0.20
School C	10	/ 1.20	5.74	19	4.28*	8	/2.00	5.92	16	3.28*
School D	11	- 1.00	5.88	20	3.50*	14	/2.85	6.62	22	3.55*
School E	14	- 2.07	5.05	23	2.19*	19	/5.05	5.26	27	5.30*
Delin'ts	16	- 0.88	5.76	24	3.78*	4	/6.75	4.44	12	4.00*
School B	10	- 5.10	6.79	--	---	11	-8.82	4.64	--	---
School C	10	/ 1.20	5.74	19	2.13	8	/2.00	5.92	17	4.04*
School D	11	- 1.00	5.88	20	1.41	14	/2.85	6.62	23	4.94*
School E	14	- 2.07	5.05	23	1.14	19	/5.05	5.26	28	7.04*
Delin'ts	16	- 0.88	5.76	24	1.56	4	/6.75	4.44	13	5.28*
School C	10	/ 1.20	5.74	--	---	8	/2.00	5.92	--	---
School D	11	- 1.00	5.88	19	0.82	14	/2.85	6.62	24	0.29
School E	14	- 2.07	5.05	23	1.38	19	/5.05	5.26	25	1.19
Delin'ts	16	- 0.88	5.76	24	0.86	4	/6.75	4.44	10	1.39
School D	11	- 1.00	5.88	--	---	14	/2.85	6.62	--	---
School E	14	- 2.07	5.05	23	0.46	19	/5.05	5.26	31	0.99
Delin'ts	16	- 0.88	5.76	25	0.05	4	/6.75	4.44	16	1.24
School E	14	- 2.07	5.05	--	---	19	/5.05	5.26	--	---
Delin'ts	16	- 0.88	5.76	28	0.58	4	/6.75	4.44	21	0.60
High Morale	20	- 1.70	7.71	--	---	15	-5.20	8.17	--	---
Low Morale	5	- 1.00	3.52	23	0.28	5	/10.00	4.24	13	5.00*
Delin'ts	16	- 0.88	5.76	34	0.35	4	/6.75	4.44	12	3.56*
Low Morale	5	- 1.00	3.52	--	---	5	/10.00	4.24	--	---
Delin'ts	16	- 0.88	5.76	19	0.05	4	/6.75	4.44	7	1.08
Delin'ts	16	- 0.88	5.76	--	---	4	/6.75	4.44	--	---
Non-Delins.	56	- 3.01	7.13	70	1.21	62	-0.45	8.17	64	2.61**
Younger	28	- 5.82	6.56	--	---	31	-3.90	8.02	--	---
Older	28	- 1.04	6.33	54	2.73*	31	/3.00	7.01	60	3.56*

* Indicates significant difference at the one per cent level.

** Indicates significant difference at the five per cent level.

instruments, is presented in Table 16. It is observed that fifty subjects or 42.4 per cent of the combined non-delinquent subjects exhibit a proneness (based on positive scale score and check list responses to be placed in "merits attention" and "warrants high priority for study" categories) to delinquency as over against eleven or 55.0 per cent of the delinquent subjects.

Conclusions.-- The findings in this study seem to warrant the following conclusions relative to the purposes of the study.

1. More statistically significant differences were noted in the groups of female subjects, girls at Schools "A" and "B," private and parochial, respectively, differing in parent population from girls at the other schools and the female delinquent subjects. For the male subjects, statistically significant differences were noted only in School "A" as compared with Schools "C," "D," "E," and male delinquents.

2. Proneness to delinquency, as measured by the Kvaraceus instruments is highest at School "D," a county school.

3. Girls exhibit a greater degree of proneness to delinquency, as measured by these instruments than do boys of this study.

4. Pupils enrolled in School "C," a county school, most nearly approximate the degree of proneness to delinquency indicated by the adjudged delinquents, on the basis of the instruments used in this study.

5. A delinquency proneness ratio of two to one, favoring the female subjects, reverses the present ratio for delinquency in Fulton County, four to one, favoring boys.

6. The Kvaraceus Delinquency Proneness Scale and Check List may be termed "differentiating and valid instruments" for use with the female populations of which the present samples are representative. Corroborating

TABLE 16

PRONENESS TO DELINQUENCY EXHIBITED BY NON-DELINQUENT AND DELINQUENT SUBJECTS OF THE PRESENT
STUDY AS DETERMINED FROM THE RESULTS OF THE KVARACEUS DELINQUENCY PRONENESS
SCALE AND CHECK LIST AND RECORDED BY SCHOOLS

COMPONENT	N	CHECK LIST SCORES ONLY						CHECK LIST AND SCALE SCORES						PRONENESS	
		Slightly Susceptible		Merits Attention		High Priority		Slightly Susceptible		Merits Attention		High Priority		No.	Per Cent
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent		
School A Girls	10	2	20.0	7	70.0	-	---	-	---	1	10.0	-	---	1	10.0
School A Boys	11	4	36.4	6	54.5	-	---	-	---	1	9.1	-	---	1	9.1
Total	21	6	28.6	13	61.9	-	---	-	---	2	9.5	-	---	2	9.5
School B Girls	11	10	90.9	1	9.1	-	---	-	---	-	---	-	---	-	---
School B Boys	10	8	80.0	-	---	-	---	2	20.0	-	---	-	---	-	---
Total	21	18	85.7	1	4.8	-	---	2	9.5	-	---	-	---	-	---
School C Girls	8	1	12.5	-	---	-	---	-	---	7	87.5	-	---	7	87.5
School C Boys	10	2	20.0	2	20.0	-	---	2	20.0	4	40.0	-	---	4	40.0
Total	18	3	16.7	2	11.1	-	---	2	11.1	11	61.1	-	---	11	61.1
School D Girls	14	-	---	3	21.4	-	---	-	---	10	71.4	1	7.2	11	78.6
School D Boys	11	1	9.0	5	45.5	-	---	-	---	5	45.5	-	---	5	45.5
Total	25	1	4.0	8	32.0	-	---	-	---	15	60.0	1	4.0	16	64.0
School E Girls	19	1	5.3	2	10.5	-	---	-	---	14	73.7	2	10.3	16	74.0
School E Boys	14	2	14.3	6	42.8	1.	7.2	-	---	4	28.5	1	7.2	5	35.7
Total	33	3	9.1	8	24.2	1	4.1	-	---	18	54.5	3	9.1	21	63.4
Total Girls	62	14	22.6	13	21.0	-	---	-	---	32	51.6	3	4.8	35	56.4
Total Boys	56	17	30.4	19	33.9	1	1.8	4	7.1	14	25.0	1	1.8	15	26.8
Grand Total	118	31	26.2	32	27.1	1	0.9	4	3.4	46	39.0	4	3.4	50	42.4
Delinquent Gi.	4	-	---	-	---	-	---	-	---	1	25.0	3	75.0	4	100.0
Delinquent Boys	16	-	---	6	37.4	3	18.8	-	---	3	18.8	4	25.0	7	35.0
Total Delins.	20	-	---	6	30.0	3	15.0	-	---	4	20.0	7	35.0	11	55.0

evidence, basic to this tenet, is indicated by statistically significant differences observed in criterion groups and confirmed by corresponding measurements revealing agreement between the two instruments.

It is concluded that the instruments used in this study are not valid for the populations of which the male samples are representative, this deduction stemming from the lack of statistically significant discrimination in criterion groups, and the atypical measurements obtained from one or both instruments noted for recidivists and "high morale" boys.

Implications for Educational Theory and Improved School Practice

Implications for School Personnel.--- The findings of this study offer the following implications:

1. All school-related personnel, especially principals, teachers and guidance workers should strive for a satisfactory psychological climate in the school, one conducive to school adjustment as well as to the acquisition of knowledge, in the effort to abolish or ameliorate such situations which are "sources of trouble" for many pupils.

2. Teachers and guidance personnel should recognize that early diagnosis of delinquency prone behavior is within the realm of their performance and may be accomplished with greater facility by keen observation, effective study of the individual pupil and use of a detection instrument, such as the one employed in this study, provided the examining tool has been validated for the population of which the pupils concerned are representative.

3. School administrators must recognize the need for provision of, and insistence upon programs of in-service or pre-service training so that teachers may adequately assist in accurate and early diagnosis of vulnerable children, and they must provide specialized and professional

persons, sufficient in number, to coordinate or strengthen such a program of attack.

Implications for Juvenile Court Personnel, Parents, and the Community at-Large.-- The writer feels that this study may contribute to personnel at the Juvenile Court by indicating to them the attitudes of, reactions expressed by, and general information relative to one segment of their wards, to the purpose of a better understanding of the individual delinquent. In addition, the Court might well broaden its services and make available its resources, in a more positive manner, for preventive as well as corrective efforts; it should initiate and/or coordinate a forceful program of community action centered on public relations and legislation, to attain satisfactory social conditions and educational facilities, to the end of delinquency control and ultimate prevention.

Likewise, it is believed that parents must know the importance of preventive measures, as outlined above, and be reminded of those, within their capabilities, so that wholesome environments will be provided for more youths.

The community-at-large should recognize its responsibility to demand an effective program of detection and prevention, know the availability of the Court and school as referral services and use these agencies for the fulfillment of its program of social action.

Concluding Statements

The writer has striven, throughout this study to maintain scientific standards of objectivity, the "unwritten ethical code" adopted by professional workers, and perform, to the best of her ability, such procedures required by this study to make it complete and valid.

Limitations noted in the conduct of this study are concerned with the inaccessibility of pupils enrolled in the Atlanta Public Schools for comparative purposes with delinquents, who attend twelve schools of this system; the lack of reliable, timely population data for Fulton County Negro youth and current school population data for determination of the local juvenile delinquency rate and prediction based on findings of this study.

Future research might well include such phases, as listed above, and, in addition, attempt validation of these instruments, or similar ones, for use with male youth of this locale; analyze and correlate such factors as operate when obtained measures and criterion groups are not congruent; ascertain the underlying reasons for the reversal in ratio of delinquency proneness in male and female subjects from that noted for apprehended and adjudged delinquent male and female subjects, as observed in this study.

The writer feels that this study has made an unique contribution to educational research by being the first of its kind conducted in Fulton County, Georgia, through validating a scientific instrument of delinquency detection for Negro girls, on the seventh grade level, in Fulton County, Georgia, and in confirmation of the possibilities afforded guidance personnel in determining delinquency vulnerability through implementation of objective tools of detection.

APPENDIX

ABBREVIATED CASE RECORDS OF DELINQUENT SUBJECTS

A D 1 -- Female delinquent, aged fourteen. Both parents are deceased and delinquent "moves around" to live first with one sibling, then another. Subject had been under court jurisdiction one month, at time of testing, for first offense charge of ungovernability and truancy. Case was adjusted and girl is now on probation. Her health record is good. Subject obtained $\sqrt{10}$ scale score and "Yes" response total of 33.

A D 2 -- Female delinquent, aged fourteen. The subject had been under court jurisdiction for eight months at time of testing, charged with shoplifting sweater, in company with one female companion. Both girls admitted stealing after seeing some ladies perform said act.

This delinquent formerly lived with eight persons, including mother and stepfather, in $2\frac{1}{2}$ room apartment in unsatisfactory community environment. She now lives with unmarried sister, who is admittedly supported by and lives with male companion. Girl has one male sibling with court record and has, herself, been placed in detention twice, since initial referral, for violation of probation and ungovernability.

The subject admits sexual relationships with "boy friend" and, on initial contact with the court, required treatment for a venereal disease.

The girl had $\sqrt{1}$ scale score and "Yes" responses on the check list of 41.

A D 3 -- Female subject aged thirteen, under court jurisdiction for one month and in detention, at time of testing, on charges of burglarizing ten houses of money and jewelry, in company with ten year old sister. Home surroundings and family relationships are termed unsatisfactory.

This delinquent has been committed to training school and the sister placed on probation. Test results indicated $\sqrt{4}$ scale score, 45 check list "Yes" response.

A D 4 -- Female delinquent, aged fourteen. Father is dead, whereabouts of mother unknown. Subject is one of seven children now living with maternal grandmother, who is elderly and unable to offer adequate supervision.

Both parents were known to court, father served chain-gang term for persistent drunkenness, mother cited for immoral conduct and neglect. Subject last referred to court by police complaint of insufficient guardianship, vandalism, stealing food. Subject now on probation.

Girl received scale score of $\sqrt{12}$ and check list yes total of 28.

A D 5 -- Delinquent male, aged fourteen. One of four children, subject has been known to court since age of three (neglect-custody.) Has one male sibling committed to training school. Parents are separated and mother has court record for living in adultery.

Boy was first referred to court for ungovernability and truancy (by mother,) six months later referred by police on burglary charges--subject and three other boys stole guns and knives. Subject remained on official probation for two years, now under observation--supervision.

This delinquent obtained scale score of $\sqrt{3}$, check list yes total of 37.

A D 6 -- Male delinquent, aged fourteen. Subject is illegitimate child, whereabouts of father unknown; mother is unemployed, source of support unknown. Boy had been on probation for nine months, at time of testing, for first offense charge of shoplifting a vest from downtown store.

The subject scored -8 on the scale and 21 on check list "Yes" responses.

A D 7 -- Delinquent male, aged fourteen. Subject was referred to court at age of two on neglect charges against parents; last referred, three months prior to testing, by special officer, Atlanta Public Schools, for breaking and entering school gymnasium to play basketball and stealing athletic equipment. Subject was placed on probation and required to pay cost of stolen knee pad.

This delinquent scored -4 on scale and received check list "Yes" total of 24.

A D 8 -- Delinquent male, aged seventeen. On probation for offense of drinking "corn whiskey" at school and disorderly conduct. Home and family relationships are recorded as satisfactory. On probation one year.

Subject made a -3 scale score and received yes total of 26 on the check list.

A D 9 -- Male subject, aged fourteen on probation for two offenses of stealing chewing gum, pop corn and \$5.00. Both parents are employed and provide good dwelling facilities for children. Subject has good school record, except for attendance, much of his absenteeism due to being kept at home by mother to care for two pre-school aged children. Both parents are recorded as making efforts to provide wholesome environment for the seven children.

This delinquent scored $\frac{1}{8}$ on the scale, 27 in check list "Yes" response.

A D 10 -- Male delinquent aged fifteen referred to court one month prior to testing on suspicion of burglary, and later admitted ten cases of breaking and entering. Subject is self-admitted homosexual, perversion

beginning at age of seven.

Mother is on record as being capable of properly caring for children but works away from home until late evening hours and does not arrange supervision for children. Home and neighborhood conditions are undesirable.

Subject has record of irregular school attendance, one delinquent brother and one delinquent sister as constant companions.

This delinquent has been committed to training school pending completion of psychological and psychiatric examinations regarding sex perversion, on which final action was to be based.

The boy scored -2 on the scale and 39 on the check list "Yes" responses.

A D 11 -- Male delinquent, aged thirteen; one of nine children living with mother and stepfather. Under court jurisdiction one year for gang stealing from railway side cars, individual stealing from department store and street newspaper coin boxes.

Lax parental discipline is officially noted and improper supervision cited. The subject scored 45 on the Kvaraceus Scale and 36 on the check list.

A D 12 -- Male delinquent, aged fifteen, on probation for two offenses of interracial gang stealing, performed at six months interval. First offense, which resulted in warning from court, was followed by period of ungovernability. Improved conduct has been noted after second offense and probation action. Father is deceased; subject lives alone with mother, no siblings.

The boy scored -10 on the Kvaraceus Scale and received a total of 19 check list "Yes" responses.

A D 13 -- Delinquent male, aged thirteen, in detention at time of testing, later committed to training school for repeated burglary in company with brother, aged fourteen (A D 14 in this study.)

Subject referred to court three separate times, 1951, March 1953, May 1953 for seventeen counts of stealing food, pistols, money and jewelry. Boy now committed to training school.

This delinquent scored $\frac{1}{4}$ on the scale and 27 from check list "Yes" responses.

A D 14 -- Delinquent male, aged fourteen, brother of A D 13, has same record as listed under above numbering. Subject now in training school.

A scale score of -2 was observed for this delinquent and score of 27 noted from check list "Yes" responses.

A D 15 -- Delinquent male, aged fifteen. Has spent fourteen months in training school after apprehension for gang stealing from six stores in one night. Subject is one of seven children, with one older brother known to court. Parents are separated; mother works away from home during the day.

Boy is still under supervision of court. His Kvaraceus Scale score was observed as -8 and check list yes total was 30.

A D 16 -- Delinquent male, aged twelve, on probation eleven months, at time of testing, for charges of breaking and entering, stealing from gum machine and with gang destroying vending machine; stealing from street newspaper boxes and department store.

Boy comes from good neighborhood and home environment, however, parents are cited as being lax in disciplinary measures.

The subject scored -7 on the scale and received a score of 12 on the check list "Yes" total response.

A D 17 -- Male delinquent, aged fourteen, in detention at time of testing, later committed to training school for theft, burglary and armed robbery with male companions. Previously referred to court by mother for ungovernability and truancy. One of five children, this subject is the only one with court record. Parents are separated.

A scale score of $\sqrt{3}$ was recorded for this boy and a check list total "Yes" response of 37 was observed.

A D 18 -- Male delinquent aged fourteen, known to the court for seven years. One of four brothers, all delinquents with training school records two older brothers now in prison.

Subject, since initial referral as a neglect-custody case, has this record of offenses, 1945--stealing, attempted burglary, larceny by snatching; 1946--stealing; suspicion of sodomy; 1948--idling and loitering, suspicion of purse snatching; 1950--ungovernability, purse snatching. Committed to training school 1950-1951, upon release placed in children's home (after death of both parents) remained only two days, later placed in foster home. In 1951 charged with auto stealing and aiding in whiskey traffic, in 1952 cited as ungovernable at home and school and charged with violation of parole. Boy still on probation and since completion of school year has entered vocational school, by personal request. Supports himself through odd jobs and has turned former idolatry of older brothers into disdain for their continued criminal actions.

Subject scored $\sqrt{1}$ on scale score, 47 on check list yes rating.

A D 19 -- Male delinquent, aged thirteen, first referred to court one year before testing for malicious mischief and attempted burglary. Second offense, during testing period, was stealing four bicycles during

thirty day period. Boy lives in area of little police supervision, is known to keep late hours, recorded as having lack of proper training and being influenced by older companions.

Subject on probation status at time of testing, scored -3 on the scale, 36 on the check list "Yes" responses.

A D 20 -- Male delinquent, aged thirteen, referred to court by police for gang stealing from variety store. Subject has nine brothers and sisters living in two homes at time of initial referral. Because of otherwise good record, boy was placed on probation, the status held at time of testing.

This delinquent obtained a score of ~~7~~9 on the Kvaraceus Scale and 23 on the check list "Yes" responses.

K D PRONENESS SCALE

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By WILLIAM C. KVARACEUS, Professor of Education, Boston University

Name..... Boy..... Girl.....

School (or Group)..... Grade.....

Age Last Birthday.....Years Date..... 19....

DIRECTIONS

THE questions in this booklet ask how you feel about certain things. This is not a test. There are no right or wrong answers. Read each question and the four answers that follow it. Select the answer that best describes how you really feel about the question. Do not skip any questions. Answer every question as you come to it. Remember, there are no right or wrong answers. Be sure to choose the answer that best tells how you feel about the question.

Here is a sample question to show you how to mark the answers.

Sample A. Of the following, the color I like best is —
1 red 2 brown 3 blue 4 green.....

1	2	3	4

Decide which of these colors you like best and draw a line under your answer. Now look at the number beside the color which you picked. Put a heavy black mark in the answer space at the right which is under the number of the answer which you have picked. For example, if you like "blue" best, you will draw a line under the word "blue." Since "blue" is number 3, you will put a heavy black line in the answer space under the number 3.

When you are told to start, read each question and decide upon your answer, then record the answer in the same manner as you have done for the sample. You will be given time enough to finish all the questions.

Do not open your booklet until you are told to do so.

ANSWER SHEET

Plus
Score ____

Minus
Score ____

Total
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73	74	75	76
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1. Of the following, the drink I like best is —
1 soda pop 2 milk 3 water 4 coffee 1
2. Of the following subjects, the one I like to study best is —
5 English 6 science 7 art or drawing 8 manual training or home economics 2
3. Those who get the best jobs are usually the ones who —
9 know the right person 10 are the best trained 11 are the luckiest 12 work the hardest 3
4. Going to high school is —
13 a waste of time 14 all right for some people but not for me
15 all right if you can take the course you want 16 necessary for success 4
5. If a person called me a dirty name, I would —
17 fight the person 18 tell him where to get off 19 say and do nothing 20 laugh it off 5
6. Of the following sports, the one I like best to watch is a —
21 baseball game 22 prize fight 23 horse race 24 basketball game 6
7. When I do my schoolwork I get my reward —
25 always 26 sometimes 27 seldom 28 never 7
8. Parents usually understand their children —
29 very well 30 quite well 31 not very well 32 not at all 8
9. If I want to be popular I have to do what the crowd does —
33 all of the time 34 most of the time 35 some of the time 36 seldom or never 9
10. Failure is usually due to —
37 bad habits 38 bad companions 39 lack of ability 40 lack of hard work 10
11. The pupils who have the best attendance records are almost always —
41 honor students 42 good students 43 poor students 44 sissies 11
12. During the summer I would like best to stay —
45 around the house 46 at a summer camp away from home
47 at a YMCA (YWCA) day camp 48 at the playground near home 12
13. Of the following, I would *least* like to be a —
49 teacher 50 minister 51 doctor 52 crooner 13
14. You have lots more fun if you live in a family with —
53 no brothers or sisters 54 only one brother or sister
55 two or three brothers or sisters 56 four or more brothers or sisters 14
15. Most boys stay in school because they —
57 are required by law to do so 58 have to learn to make a living
59 want to go to college 60 like school 15
16. Most teachers are —
61 very fair 62 fair most of the time 63 seldom fair 64 never fair 16
17. Smoking is a habit that —
65 does not hurt anyone 66 hurts everyone a little
67 hurts some people but not others 68 hurts most people a great deal 17
18. The secret of success is —
69 just luck 70 hard work 71 ability 72 money 18
19. Of the following, I would like most to be a famous —
73 movie actor (actress) 74 athlete 75 scientist 76 writer 19
20. Most people who do something wrong do not think that they —
77 will be caught 78 will be punished 79 are really doing wrong 80 are hurting others 20

61. During the past month I have been worrying about my health —
 41 all the time 42 most of the time 43 some of the time 44 none of the time
62. Teachers and principals usually treat pupils like —
 45 slaves and work animals 46 someone beneath them 47 little children 48 their equals
63. The police —
 49 are usually very fair 50 make some mistakes 51 favor the rich 52 are usually unfair
64. Failing marks on your report card usually mean —
 53 you didn't do your work 54 you are dumb
 55 your teacher doesn't like you 56 you have been absent a lot
65. The best time of the year is —
 57 Christmas 58 Easter 59 summer 60 Thanksgiving
66. Of the following, the dessert I like best is —
 61 jello 62 bread pudding 63 custard 64 pie
67. On my report card I usually get —
 65 all honor marks 66 mostly good marks 67 fair marks 68 some failure marks
68. Of the following, the game I like best is —
 69 checkers 70 bingo 71 marbles 72 authors
69. School rules and regulations have good reasons behind them —
 73 always 74 almost always 75 some of the time 76 seldom or never
70. When I am with someone else and we want something to drink, I like to —
 77 buy my own drink 78 match to see who will pay
 79 fix it so the other person usually pays 80 pay for all the drinks
71. If I had the money, I would like best to go to a —
 81 dance 82 movie 83 concert 84 bowling alley
72. People who wear fine clothes usually are —
 85 just lucky 86 smarter than other people
 87 better educated than others 88 the best people in town
73. It is the most fun to have —
 89 no girl friends 90 one girl friend 91 a few girl friends 92 lots of girl friends
74. It is the most fun to have —
 93 no boy friends 94 one boy friend 95 a few boy friends 96 lots of boy friends
75. I have learned that I can trust —
 97 most people 98 some people 99 a few people 100 no one

21. Which of the following drinks do you like best?
81 ginger ale 82 coke 83 root beer 84 milk shake..... 21
22. If I am asked to do something which I think is not reasonable, I —
85 refuse to do it 86 argue first and then do just enough to get by
87 do what I'm told and then argue later 88 do what I'm told and say nothing..... 22
23. The schoolwork that the teacher gives me is usually —
89 very hard 90 fairly hard 91 fairly easy 92 very easy..... 23
24. I have the most fun when I play —
93 in my own house 94 in my own yard 95 on my street 96 on the playground near my house .. 24
25. Being successful usually means having —
97 a big fortune 98 many friends 99 your name in the paper 100 the respect of many people... 25
26. The best teachers are the ones who are —
1 very easy 2 fairly easy 3 fairly hard 4 very hard..... 26
27. Most policemen try to —
5 help you 6 scare you 7 boss you 8 get something on you..... 27
28. I would like to attend the movies —
9 once a week 10 twice a week 11 three or four times a week 12 every day..... 28
29. Cheating in school is usually done by —
13 only a few bad pupils 14 none of the pupils 15 most of the pupils 16 all of the pupils..... 29
30. Whenever I get into serious trouble, other people are to blame —
17 always 18 almost always 19 sometimes 20 seldom or never..... 30
31. Teachers know what they are talking about —
21 always 22 most of the time 23 some of the time 24 seldom or never..... 31
32. Older people understand younger people —
25 very well 26 rather well 27 only a little 28 not at all..... 32
33. Of the following subjects, which do you *dislike* the most?
29 history or social studies 30 mathematics 31 English 32 shop..... 33
34. A boy or girl should be allowed to be his own boss when he is —
33 14 years old 34 16 years old 35 18 years old 36 21 years old..... 34
35. People who live in fine houses usually are —
37 the best people in town 38 smarter and more educated than most people
39 just lucky 40 crooked in business..... 35
36. In a family it is best to be —
41 the oldest child 42 the youngest child 43 the only child 44 one of a large family..... 36
37. In schools the good marks are usually given to those who —
45 do the best work 46 work the hardest
47 only make believe they are working 48 are teachers' pets..... 37
38. When I leave school or graduate, I shall —
49 take any job that comes along 50 find a good job
51 take it easy for a while 52 go to another school or college..... 38
39. Happiness is impossible without —
53 love 54 friends 55 a home 56 money..... 39
40. Of the following, the color I like best is —
57 red 58 black 59 yellow 60 blue..... 40

41. I usually have the best time when I do things —
 61 all by myself 62 with one friend 63 with two or three friends 64 with a big gang 41
42. For the most serious trouble I have ever been in —
 65 others were to blame more than I was 66 others were to blame as much as I was
 67 I was mostly to blame 68 I was wholly to blame 42
43. I would like to stay in bed late in the morning —
 69 every day 70 Saturdays and Sundays 71 Sundays 72 seldom or never 43
44. Of the following, the sport I like best is —
 73 fishing or hunting 74 overnight hiking 75 football or baseball 76 wrestling 44
45. Of the following, the vegetable I like best is —
 77 squash 78 potato 79 spinach 80 carrot 45
46. In the schools, teachers can usually be depended upon to do —
 81 nothing to help me 82 a little to help me
 83 much to help me 84 all they can to help me 46
47. In school, my friends —
 85 always get me into trouble 86 almost always get me into trouble
 87 sometimes get me into trouble 88 never get me into trouble 47
48. Of the teachers I have known, I have liked —
 89 all of them 90 most of them 91 some of them 92 only one of them 48
49. During the past month I have worried about my family —
 93 all the time 94 most of the time 95 some of the time 96 not at all 49
50. I think about what I'll do when I get out of school —
 97 all the time 98 most of the time 99 some of the time 100 not at all 50
51. Going to school causes me to be worried and upset —
 1 all the time 2 most of the time 3 some of the time 4 never 51
52. I have been —
 5 extremely lucky 6 lucky 7 extremely unlucky 8 unlucky 52
53. Taking part in school clubs is —
 9 very important 10 quite important 11 not very important 12 very unimportant 53
54. The most popular boys are the ones who —
 13 almost always get into mischief 14 sometimes get into mischief
 15 seldom get into mischief 16 almost never get into mischief 54
55. When not in school, I can have the most fun —
 17 in the mornings 18 in the afternoons 19 around noon 20 around midnight 55
56. The pupils who skip school are usually the ones who get —
 21 the best marks 22 good marks 23 fair marks 24 the poorest marks 56
57. Going to college is —
 25 necessary for success 26 all right if you can afford it
 27 all right if you have the ability 28 just a waste of time and money 57
58. Most teachers act like other human beings —
 29 always 30 most of the time 31 some of the time 32 seldom or never 58
59. The time when I shall leave home I look forward to —
 33 not at all 34 sometimes 35 often 36 very often 59
60. Going to school right now is doing me —
 37 a great deal of good 38 some good 39 more harm than good 40 a great deal of harm 60

K D PRONENESS SCALE AND CHECK LIST

By WILLIAM C. KVARACEUS, Professor of Education, Boston University

MANUAL OF DIRECTIONS (Revised)

Introduction

(NOTE. Due to the nature of the *K D Proneness Scale and Check List*, distribution is restricted to those individuals who, by their training and experience, are qualified to administer and interpret them. This would normally include school and clinical psychologists, Directors of Guidance, and personnel of corrective institutions and youth-serving agencies who deal specifically with youth problems.)

IN RECENT years much interest and concern have been expressed for the welfare and wholesome growth of the delinquent or socially inadequate child. This widespread concern has manifested itself in many ways. In November, 1946, the Attorney General called a national conference on prevention and control of juvenile delinquency in Washington, D. C. This conference¹ focused the thinking of many authorities who come in close contact with youth on the causes of delinquent behavior and techniques for prevention and rehabilitation. Since 1941, five states — California, Minnesota, Wisconsin, Massachusetts, and Texas — have revised their laws relating to the juvenile delinquent and have established Youth Authorities or Youth Service Boards² in an effort to deal more effectively with the problems of the delinquent from a state level, offering systematic and scientific aid to local communities. At the same time the National Society for the Study of Education³ devoted Part I of its

Forty-seventh Yearbook to the consideration of the schools' responsibility in dealing with the delinquent child. In addition, a number of recent major publications⁴ have added more information to the vast reservoir of scientific studies in the field of delinquent behavior. A recently compiled annotated and selected bibliography⁵ on the subject of delinquency lists 972 references published between 1914 and 1944. On the basis of this rich store of research, writing, and thinking, an attempt has been made to develop and refine two instruments which will serve as aids in identifying those boys and girls who are vulnerable, susceptible, or exposed to the development of delinquent patterns of behavior. These children may then be assisted to better living and to wholesome growth and development, through a program of prevention and control, *before* the delinquent patterns have become firmly established and the children stand before the courts. To date most of the assistance being rendered to delinquent children may be characterized as "too little and too late."

⁴ A. M. Carr-Saunders, Herman Mannheim, and E. C. Rhodes: *Young Offenders*. Cambridge: Cambridge University Press. New York: The Macmillan Company; 1943.

Sheldon Glueck and Eleanor T. Glueck: *Unraveling Juvenile Delinquency*. (Harvard Law School Studies in Criminology) Commonwealth Fund, Division of Publications, 41 East 57th Street, New York; 1950.

W. C. Kvaraceus: *Juvenile Delinquency and the School*. Yonkers-on-Hudson, New York: World Book Company; 1945.

Maud A. Merrill: *Problems of Child Delinquency*. Boston: Houghton Mifflin Company; 1947.

Edwin Powers and Helen Witmer: *An Experiment in the Prevention of Delinquency*. The Cambridge-Somerville Youth Study. New York: Columbia University Press; 1951.

Paul W. Tappan: *Juvenile Delinquency*. New York: McGraw-Hill Book Company, Inc.; 1949.

Negley K. Teeters and John Otto Reinemann: *The Challenge of Delinquency*. New York: Prentice-Hall, Inc.; 1950.

⁵ P. S. De Q. Cabot (Compiler): *Juvenile Delinquency: A Critical Annotated Bibliography*. New York: H. W. Wilson Company; 1946.

¹ The National Conference for the Prevention and Control of Juvenile Delinquency, *Summaries of Recommendations for Action*. Washington: Government Printing Office; 1947.

² John R. Ellington: *Protecting Our Children from Criminal Careers*. New York: Prentice-Hall, Inc.; 1948.

³ The National Society for the Study of Education, Forty-seventh Yearbook, Part I: *Juvenile Delinquency and the Schools*. Chicago: University of Chicago Press; 1948.

Prevention and Control of Delinquency

A COMMUNITY planning a delinquency-prevention program will succeed in developing an effective, individual, and causative attack on the problem to the extent that it can —

- (1) locate for referral and study those children and youth who, because of personal characteristics and/or environmental background, are highly exposed or vulnerable to the development of undesirable behavior patterns;
- (2) study and diagnose the factors that strongly compel the child in the direction of undesirable behavior;
- (3) provide and use community agencies and resources in an individually planned remedial or therapeutic program designed to overcome the factors inimical to wholesome development, either in the personality of the child or in his environment.

It is to assist in the first of these three steps that the instruments described below have been developed.

Locating the vulnerable or delinquency-prone child. An effective delinquency-prevention program must be based on early identification, detection, and referral for study and treatment of children who are surrounded by factors inimical to their wholesome development or who give evidence of personal characteristics that suggest a need for assistance. Delinquent behavior does not develop overnight. The malbehaving child ordinarily displays many symptoms of potential or developing patterns of undesirable behavior long before he comes in conflict with the law. Various studies comparing delinquents with non-delinquents have isolated specific traits or environmental features that tend to characterize those children who are "exposed" to the disease of delinquency. A scale which utilizes these predictive signs has been constructed in order to make possible an early identification of the probable delinquent. The *Delinquency Proneness Scale*, or *K D Proneness Scale* as it is called to prevent pupils from recognizing its purpose, has been found sufficiently sensitive in distinguishing between delinquent and non-delinquent children for its use to be recommended as **one** aid in identifying potential delinquents. Evidence of the precision of the instrument is given on the following pages. In addition, a *Delinquency Proneness Check List* is provided as a companion aid in the process of early discovery and referral of children who are susceptible or vulnerable to the development of undesirable behavior patterns.

The Scale and the Check List have been developed to help all those who shoulder a major responsibility

for the wholesome growth of children and youth in spotting children with whom effective preventive work can be carried on. Schoolteachers, guidance counselors, psychologists, visiting teachers, probation officers, Youth Authority Boards, social workers, settlement-house workers, recreational directors, the clergy, and others who deal daily with the problems of child growth and development should find this Scale and Check List valuable supplements in identifying those children who are especially vulnerable to the development of delinquent patterns of behavior. Only when these children are discovered at an early date and are assisted in the direction of wholesome growth and development can the community say it is meeting effectively the problems of delinquency prevention.

Studying and diagnosing the child's needs

After the vulnerable child has been identified, the school, home, or community can do little to aid until it discovers the reasons for his problem behavior. All those children who are found to score "high" on the Scale (meaning that they respond in the same manner as delinquents do) should be referred to the appropriate child-study agency or workers, particularly when corroborating evidence is found in the Check List, in school records, in the home, or in the neighborhood picture, that suggests any maladjustment or tendency toward undesirable behavior. Effective immunization against delinquency can come only after careful study of the reasons or causes within the personality structure of the child or within his environment that tend to explain his bothersome behavior.

Since delinquent behavior, like acceptable behavior, always constitutes a unique reaction pattern, a prevention and control program will not begin to be effective without adequate facilities for individual child study, using medical, psychological, and psychiatric techniques. Once the delinquency-exposed child has been identified, use should be made of the services of available personnel, such as the guidance counselor, visiting teacher, psychiatric social worker, psychologist, physician, psychiatrist, and other specialists who are usually available in a good guidance clinic. Only when the services of these specialists are brought to bear on children who show tendencies that suggest developing problems can their work take on a preventive flavor.

Following through with remedial or therapeutic services. Once the child's needs have been determined through a case-study approach, an individualized remedial or therapeutic program should be carried out, utilizing all the community's resources, such as the school, YMCA, YWCA, boys' clubs, 4-H

clubs, church, recreational programs, etc. Although the resources available in different communities vary in quantity and quality, the degree of community organization and coordination is seldom sufficient to insure, for a particular child who is in dire need of the services of a particular agency, the benefits of that agency in an individualized follow-up and treatment program. Prevention and control of juvenile delinquency call for frequent and systematic use of all the recreation, character-building, and child-welfare agencies in a carefully coordinated program focused on the child who needs help. After the child who is "delinquent-prone" has been identified, and his personal and environmental needs have been disclosed, he should be brought in contact with those community agencies that can best serve his interests.

The K D Proneness Scale

FOR A proper evaluation of the Scale it is necessary to have information pertaining to the manner in which the Scale was constructed, evidences of the validity of the Scale for the purpose of identifying potential delinquents, and evidences of the stability of the Scale scores. Such information is presented in the following paragraphs.

CONSTRUCTION

The ideas for the items in the *K D Proneness Scale* were derived from those areas in which significant differences between delinquents and non-delinquents have been reported in the research literature. Various investigators¹ have reported that those children who, as a group, are delinquent, or who become delinquent,

¹ Luton Ackerson: *Children's Behavior Problems, Vol. II, Relative Importance and Interrelations among Traits*. Chicago: University of Chicago Press; 1942.

Marjorie E. Babcock: *A Comparison of Delinquent and Non-Delinquent Boys by Objective Measures of Personality*. New York: Columbia University Press; 1932.

Ralph S. Banay: "Immaturity and Crime," *American Journal of Psychiatry*, C (September, 1943), 170-177.

Edward R. Bartlett and Dale B. Harris: "Personality Factors in Delinquency," *School and Society*, 43 (1936), 653-656.

Bertram J. Black and Selma J. Glick: *Recidivism at the Hawthorne-Knolls School: Predicted vs. Actual Outcome for Delinquent Boys*, Research Monograph No. 2, Jewish Board of Guardians, 228 East 19th Street, New York, 1952.

Paul L. Boynton and Barrier M. Walsworth: "Emotionality Test Scores of Delinquent and Non-Delinquent Girls," *Journal of Abnormal and Social Psychology*, 38 (1943), 87-92.

Lowell J. Carr: *Delinquency Control*. New York: Harper & Brothers; 1941.

William S. Casselberry: "Analysis and Prediction of Delinquency," *Journal of Juvenile Research*, 16 (1932), 1-31.

Mervin A. Durea: "Personality Characteristics of Juvenile Offenders in Relation to Degree of Delinquency," *Journal of Genetic Psychology*, II (June, 1938), 269-283.

Harrison G. Gough and Donald R. Peterson: "The Identification and Measurement of Predispositional Factors in Crime and

differ significantly from other children in such areas as the following: family relationships, home conditions, location of residence, social and economic status, truancy record, school retardation, academic aptitude, school marks, liking for school, immaturity, club membership, companionship, family mobility, etc. This is not meant to imply that every delinquent differs from every non-delinquent in these areas, since there is always in evidence considerable overlapping between the two groups on any one of the variables studied. However, it is true that many more delinquents, for example, receive lower marks in school, repeat their school grades, play truant, and entertain a fierce dislike for school than do children who are not delinquent or who do not become delinquent. Similarly, more delinquents than non-delinquents have unsatisfactory family and home situations. Still other differences have been observed in other areas.

Using the differences revealed in these studies as focal points, the author constructed a series of four-choice items. Several "neutral" items involving food, color, and drink preferences were included for rapport value, since they were free of any socially desirable or undesirable implications in contrast to most of the other items in the Scale. Items 1, 21, and 40 are examples of this type. (These latter items were also analyzed; they are scored if, contrary to expectation, they showed differentiating value at the agreed-upon level of significance.)

VALIDITY

After the Scale had been constructed as described above, it was administered to numerous criterion groups in order to obtain evidence relative to the following questions:

Delinquency," *Journal of Consulting Psychology*, 16 (June, 1952), 207-213.

William Healy and Augusta F. Bronner: *New Light on Delinquency and Its Treatment*. New Haven, Connecticut: Yale University Press; 1936.

Kvaraceus: *Op. cit.*

Wallace Luden: "Anticipating Cases of Juvenile Delinquency," *School and Society*, 59 (1944), 123-126.

Merrill: *Op. cit.*

Lois B. Murphy: *Social Behavior and Child Personality*. New York: Columbia University Press; 1937.

James M. Reinhardt and Fowler V. Harper: "Comparison of Environmental Factors of Delinquent and Non-Delinquent Boys," *Journal of Juvenile Research*, 15 (1931), 271-277.

Ralph M. Stogdill: "A Test-Interview for Delinquent Children," *Journal of Applied Psychology*, XXIV (June, 1940), 325-333.

Florence M. Teagarden: *Child Psychology for Professional Workers* (Revised). New York: Prentice-Hall, Inc.; 1946.

The National Society for the Study of Education, Forty-seventh Yearbook, Part I: *Op. cit.*

H. Ashley Weeks: "Predicting Juvenile Delinquency," *American Sociology Review*, 8 (1943), 40-46.

Mary P. Wittman and A. V. Huffman: "A Comparative Study of Developmental, Adjustment, and Personality Characteristics of Psychotic, Psychoneurotic, Delinquent, and Normally Adjusted Teen-aged Youths," *Journal of Genetic Psychology*, LXVI (June, 1945), 167-182.

1. Do delinquents respond any differently to the individual items than do non-delinquents?
2. Does the total Scale score based on all differentiating items distinguish between the two groups (delinquents and non-delinquents) with sufficient sensitivity to merit consideration and use as a scale of delinquency-proneness or vulnerability?

The first question concerns the processes of item analysis; the second, the validation of the Scale as a whole. These questions are discussed separately in the paragraphs below.

Item analysis. In order to discover the value of the items as potential discriminators between delinquents and non-delinquents, the Scale was administered to a sample of 100 delinquent boys in one Massachusetts Training School and to several counter-groups of public school boys in junior and senior high schools in several states. Included in the public school boys is a subgroup of "high morale" boys.¹ Since there are reasons for supposing that girl delinquents and non-delinquents might show responses differing considerably from boy delinquents and non-delinquents, a parallel item-analysis study was made, which involved administration of the Scale to a sample of 80 girl delinquents in a Massachusetts Training School for Girls and groups of public school girls in junior and senior high schools in several states. These latter groups also included "high morale" girls.

The responses of the contrasting groups of each sex were analyzed to determine the effectiveness with which each of the four alternatives of every item differentiated between girl delinquents and non-delinquents and between boy delinquents and non-delinquents. This involved the following steps: computing the percentages of delinquent and non-delinquent children selecting each alternative, obtaining the difference between the percentages of the two groups, and determining the statistical significance of the difference between the percentages.² Those alternatives which showed critical ratios of 1.96 or higher were considered to be discriminating significantly between delinquents and non-delinquents (equivalent to acceptance of differences at the five per cent level). Each such alternative was retained for scoring purposes and assigned a plus or minus value,

¹ The "high morale" groups of boys and girls include those persons who were doing well scholastically and were leaders for good in a school. Usually they were members of the student council who were active in making the school a better place. They included persons who had a high degree of responsibility and dependability, who had a controlling influence for acceptable behavior in the school, who were generally concerned for the welfare of others, and who also showed a high degree of personal adjustment in their everyday living.

² Significance of differences between percentages determined by $\sqrt{SE_p^2 + SE_q^2}$, where $SE = \sqrt{\frac{pq}{n}}$.

depending on the direction of the difference, a plus value being assigned to alternatives chosen more frequently by the delinquent group. Some items showed several alternatives with discriminating value, others only one, and a few appeared without a single discriminating response. These last-named are not scored, since all the alternatives failed to distinguish between the delinquent and non-delinquent groups. However, these items, although not scored, are retained in the Scale.

Validity of Total Scale scores. Since only those items which differentiate between delinquents and non-delinquents are scored, the total scores necessarily discriminate between these two groups in the item-analysis sample. Several studies were made to determine the extent to which the Scale scores differentiate among various criterion groups. Tables 1 and 2 present the distributions of Scale scores for numerous non-delinquent, delinquent, and "high morale" groups. The non-delinquents are unselected public school pupils at the grade levels indicated. Except for 32 boys rated by their teachers as "constant school offenders," 16 rated as "poor citizens," and 23 "truants," all those in the delinquent distributions were in institutions or had been adjudged delinquent by a Juvenile Court at time of testing. Among these were the total institutionalized populations of the Lyman School for Boys, Westboro, Massachusetts; the Industrial School for Boys, Shirley, Massachusetts; and 21 probationers from Boston Juvenile Court. Of the 91 delinquent girls, 81 were from the Industrial School for Girls at Lancaster, Massachusetts, and 10 were juvenile court contacts from Nashua, New Hampshire. The "high morale" groups were rated as such by their teachers on the basis of school behavior.

While there is some overlapping among the criterion groups, a strong tendency prevailed for delinquent boys and girls to score considerably higher than did the selected "high morale" samples and somewhat higher than unselected public school pupils. Table 1 reveals that only approximately three per cent of the delinquent boys scored below the mean of the "high morale" boys. No boy in the "high morale" group obtained a score as high as the mean of the delinquent group. Similarly, Table 2 shows that only one delinquent girl scored as low as the mean of the "high morale" girls, and no "high morale" girl obtained a score as high as the mean of the delinquent group.

A similar relationship is seen to exist between delinquents and unselected public school pupils, although the overlapping between these groups is, of course, much greater. It should be noted that the

mean scores of the unselected public school boys and girls in Grades 7-9 are higher than the mean scores of the Grades 10-12 groups. This suggests that because of greater sophistication the older pupils are more likely to make socially acceptable responses.

TABLE 1. Distributions of Scores of Male Delinquent, Non-Delinquent, and "High Morale" Groups on the *K D Proneness Scale*

TOTAL SCORE	PUBLIC SCHOOL BOYS		DELINQUENT BOYS	"HIGH MORALE" BOYS
	Gr. 7-9	Gr. 10-12		
24-26			5	
21-23	1		8	
18-20	2	2	14	
15-17	8		32	
12-14	7		45	
9-11	21	1	66	
6-8	27	2	88	
3-5	40	7	99	
0-2	74	13	116	
-1- -3	106	11	87	3
-4- -6	115	27	67	6
-7- -9	115	37	39	10
-10- -12	139	58	25	16
-13- -15	124	63	14	15
-16- -18	75	47	5	9
-19- -21	55	35	3	8
-22- -24	17	19	1	6
-25- -27	9	7	1	4
-28- -30		2		3
-31- -33				1
N	935	331	715	81
Mean	-7.55	-12.22	+2.75	-14.52
S.D.	8.39	7.40	8.29	6.87

Critical ratios¹ were computed to determine the significance of the differences in mean scores among the unselected, delinquent, and "high morale" groups whose distributions of scores are given in Tables 1 and 2. All differences were found to be significant at the one per cent level, the smallest critical ratio being 2.67 for Grades 10-12 boys *vs.* "high morale" boys.

In one validation study, the Scale was administered to 387 boys and girls in Grades 8 and 9 in one community who were also rated by their guidance teachers on morale and citizenship according to the following criteria:

High — superior school citizenship; works up to capacity although not necessarily on the honor roll; exceptionally well thought of by all teachers
 Average — good general character, but not particularly outstanding; seldom, if ever, in trouble
 Low — very poor school citizenship; uncoöperative and frequently in trouble; known to be troublesome in and out of school

$$^1 CR = \frac{M_1 - M_2}{SE_{Diff M_1 - M_2}}$$

TABLE 2. Distributions of Scores of Female Delinquent, Non-Delinquent, and "High Morale" Groups on the *K D Proneness Scale*

TOTAL SCORE	PUBLIC SCHOOL GIRLS		DELINQUENT GIRLS	"HIGH MORALE" GIRLS
	Gr. 7-9	Gr. 10-12		
21-23			2	
18-20			3	
15-17			8	
12-14	2		7	
9-11	3		11	
6-8	6	2	14	
3-5	19	2	19	
0-2	40	13	8	2
-1- -3	57	8	7	2
-4- -6	84	35	6	3
-7- -9	92	44	5	7
-10- -12	97	47		13
-13- -15	92	57	1	17
-16- -18	54	38		11
-19- -21	25	28		8
-22- -24	9	15		1
-25- -27	2	2		2
-28- -30				1
N	582	291	91	67
Mean	-8.74	-11.77	+5.65	-13.51
S.D.	6.75	6.39	7.54	5.87

TABLE 3. Median *K D Proneness Scale* Scores of Grade 8 and 9 Boys and Girls with High, Average, and Low Morale and Citizenship Ratings

GRADE	BOYS OR GIRLS	RATING	N	MEDIAN
8	Boys	High	11	-11.8
		Ave.	82	-7.7
		Low	26	-6.5
8	Girls	High	14	-10.5
		Ave.	57	-6.7
		Low	4	-2.0
9	Boys	High	14	-16.0
		Ave.	70	-9.5
		Low	25	-6.1
9	Girls	High	28	-11.3
		Ave.	43	-9.9
		Low	14	-7.3

The median score of the groups thus identified are presented in Table 3.

Although the reliability of the ratings may be questioned, the data do show definite shifts in the median scores of the groups rated High, Average, and Low.

Table 4 gives the distributions of scores of two groups of airmen — 68 actually confined in the prison of an Air Force Base, and 123 who had never been convicted by civil or military courts and had never received "squadron" punishment. Their mean chrono-

logical ages and Army General Classification Test¹ scores were as follows:

	C.A. (in mos.)		AGCT SCORE	
	Mean	S.D.	Mean	S.D.
Delinquent	252	4.27	101.40	14.59
Non-Delinquent	260	5.82	111.25	13.03

TABLE 4. Distribution of Scores of Delinquent and Non-Delinquent Airmen on the *K D Proneness Scale*

TOTAL SCORE	DELINQUENT AIRMEN	NON-DELINQUENT AIRMEN
9-11	4	
6-8	4	
3-5	8	
0-2	4	5
-1- -3	12	3
-4- -6	10	8
-7- -9	8	19
-10- -12	9	18
-13- -15	5	26
-16- -18		24
-19- -21	2	11
-22- -24	2	8
-25- -27		1
N	68	123
Median	-4.1	-13.5

In general, the data presented in this section indicate that delinquents and non-delinquents differ significantly in their scores on this Scale. High positive Scale scores appear to characterize children who have manifested delinquent behavior, while high

TABLE 5. Correlations between *K D Proneness Scale* and Other Measures

MEASURE	SUBJECTS	r
Otis Self-Admin. IQ	16 "high morale" boys	-.38
Otis Self-Admin. IQ	43 "high morale" girls	-.26
Otis Self-Admin. IQ	138 public school boys	-.42
Otis Self-Admin. IQ	169 public school girls	-.36
Otis Self-Admin. IQ	99 delinquent boys	-.23
Otis Self-Admin. IQ	81 delinquent girls	-.31
Otis Self-Admin. IQ	73 vocational school girls	-.37
Terman-McNemar IQ	133 junior high school boys	-.40
Wechsler-Bellevue IQ	49 delinquent boys	-.25
Heston Personal Adjustment Inventory	99 Grade 11 boys	
Analytical Thinking		-.32
Sociability		-.24
Emotional Stability		-.29
Confidence		-.37
Personal Relations		-.41
Satisfaction		-.29
Personal Index	73 vocational school girls	-.24

¹ Published by Science Research Associates, Chicago, Illinois.

negative scores tend to indicate freedom from delinquent-like responses, or a high degree of immunity to the disease of delinquency. Studies to determine the extent to which Scale scores identify pupils not yet delinquent, but who become delinquent later are being made. These will be reported in the literature as they are completed.

Correlations with other measures. Table 5 presents correlations between total Scale scores and certain other measures, including intelligence test scores on the *Personal Index*,² and *Heston Personal Adjustment Inventory*.³

All correlations between scores on the Scale and intelligence tests are negative. This finding is in accordance with the frequently reported observation that delinquents, as a group, tend to have average IQ's of approximately 90. The low negative correlation between the Scale and Personal Index scores, although based on relatively few cases, does indicate that the two scales are measuring something quite different. On the Heston the highest negative correlations are in Personal Relations (-.41) and Confidence (-.37). Those with low Personal Relations scores feel that other people are untrustworthy and uncongenial, and they become easily annoyed and irritated at others' behavior. People who obtain low Confidence scores are inclined to distrust their ability and cannot adjust easily to new or difficult situations; they distrust their associates and are dissatisfied with their physique and appearance. In general, all the Heston correlations are in line with the research findings on the behavior patterns of the delinquent.

RELIABILITY

Several studies have been conducted to determine the stability, or consistency, of scores on the Scale. In one study the Scale was readministered after an interval of six weeks to 53 girls in a training school for delinquents. The obtained correlation between the two administrations was .75. In another study the Scale was administered to 74 boys from an industrial school and, two days later, was readministered to 37 of these boys chosen at random. A correlation of .71 was obtained. In a third study the Scale was administered on two successive days to 24 boys from a summer camp. The correlation computed by the Spearman Rank Method was .81. In view of the opinion-like responses that are called for, the Scale is judged to be sufficiently reliable for use in spot-checking and survey purposes in the process of identifying

² Published by Educational Test Bureau, Minneapolis, Minnesota.

³ Published by World Book Company, Yonkers-on-Hudson, New York.

ing those children who may be susceptible to the development of delinquent patterns of behavior.

DIRECTIONS FOR ADMINISTERING

The Scale can be administered to individuals or to groups of varying size. There is no time limit. Most pupils will complete the Scale in fifteen to twenty-five minutes. It can be used with pupils in Grades 5 to 12.

Before distributing the booklets, say: "I am going to give you a booklet. As soon as you receive it, write your name and the other information called for on the cover of the booklet. Do not open the booklet until I tell you to do so."

Pass out the booklets and allow time for the information to be filled in. When all are ready, say: "Read the directions to yourself while I read them aloud."

"The questions in this booklet ask how you feel about certain things. This is not a test. There are no right or wrong answers. Read each question and the four answers that follow it. Select the answer that best describes how you really feel about the question. Do not skip any questions. Answer every question as you come to it. Remember, there are no right or wrong answers. Be sure to choose the answer that best tells how you feel about the question."

"Here is a sample question to show you how to mark the answers."

Sample A. Of the following, the color I like best is —
1 red 2 brown 3 blue 4 green

"Decide which of these colors you like best and draw a line under your answer. Now look at the number beside the color which you picked. Put a heavy black mark in the answer space at the right which is under the number of the answer which you have picked. For example, if you like blue best, you will draw a line under the word 'blue.' Since 'blue' is number 3, you will put a heavy black line in the answer space under the number 3."

"When you are told to start, read each question and decide upon your answer, then record the answer in the same manner as you have done for the sample. You will be given time enough to finish all the questions. Do not open your booklet until you are told to do so."

Be sure that every pupil understands how to record the answers in the answer spaces.

Then say: "Now tear off the first page from the question booklet and turn it over so that page 2, Answer Sheet, is before you. You are to put your marks in the spaces on the Answer Sheet."

"Slip the Answer Sheet under the edge of page 3 so that the column of spaces marked 'Page 3' is alongside page 3 like this." (Show by holding up page 3 with the "Page 3" column of the Answer Sheet close to page 3 of the booklet.) "Notice that

the arrows on the Answer Sheet point directly toward the arrows on page 3. In answering the first question, put a mark in one of the spaces in the first row, and so on.

"When you finish page 3, pull out the Answer Sheet a little way like this (Show.) so that you can see the column of answers for page 4, and do page 4. Always keep the Answer Sheet shoved under the booklet so that the column of the Answer Sheet on which you are working is close to the booklet."

"When you come to page 5, fold page 6 under like this (Show how.) so that you can get the 'Page 5' column of the Answer Sheet close to page 5 of the booklet like this. (Show.)"

"Never put more than one mark in any row of spaces."

"Is there anyone who does not understand what to do?"

(Walk around the room and be sure that all pupils have the Answer Sheet adjusted for page 3. Answer any questions about how to mark the answers.)

Say: "Now go ahead and answer all the questions. Remember to make heavy black marks."

As soon as a pupil finishes, collect his Answer Sheet and question booklet.

DIRECTIONS FOR SCORING

Separate scoring keys are provided for girls and boys. Each response to a question is assigned a weight of -1, 0, +1. To obtain the total Scale score for any pupil, count the number of plus responses and the number of minus responses and find the difference between them. To do this, superimpose the proper scoring key (boys' or girls') over the Answer Sheet in such a way that two of the heavy arrows on the Answer Sheet show through the holes on the Key and point directly toward the two arrows on the Key.

Some circles on the Key are enclosed in black squares, others are not. The *Plus* score is obtained by counting the number of marks appearing through the circles which are not enclosed in black squares. This number should be recorded in the appropriate place at the side of the Answer Sheet. This can be done without moving the Key. Next, the *Minus* score is obtained by counting the number of marks which appear through the circles which are enclosed in black squares. Record this number on the Answer Sheet. The total Scale score is the difference between the *Plus* score and the *Minus* score. If the *Plus* score is larger, the Scale score will be plus, and if the *Minus* score is larger, the Scale score will be minus. For example, if a pupil gets a +8 and a -15, his total Scale score will be -7. If another pupil gets a -8 and a +15, his total Scale score will be +7.

INTERPRETING AND USING THE RESULTS

Those who obtain high positive scores are indicating, by their responses to the Scale items, attitudes and opinions that closely resemble those of delinquent groups; those who obtain relatively high negative scores are responding in a manner similar to what we have termed "high morale" groups. In the case of the former, the examiner should study the child's records and background as indicated, for example, by the cumulative record in school or as reported by those who know the child well. If corroborating evidence is available with respect to the personality of the child or his environment, which indicates that help is needed in maintaining satisfactory adjustments to everyday situations around him, the child should be referred to the appropriate agency or specialists for study and treatment. *Care should be taken to avoid typing children as predelinquent on the basis of the Scale alone.* The Scale score, like any test score, should be interpreted against the background of *all other information* as to the personality structure and environment of the individual.

It is to be noted that no "norms," in the customary sense, are furnished for interpreting scores on the Scale, nor are any needed for the use of results here proposed. Additional research now in progress will yield further information on the predictive significance of the scores.

Since delinquent behavior is the resultant of many forces within and without the delinquent, and since these forces are highly complex, interrelated, and individual, no one factor or list of factors (much less a single score on a verbal scale) can give positive assurance that a child will become delinquent. It must be stressed that even extremely high positive scores on this Scale do not mean that the subject will surely become a delinquent, nor do high negative scores indicate with unyielding certainty that the child will be free of all future blemishes of delinquent behavior. The validation data merely point out that the child with a high positive score is responding in the manner of most delinquents. When other sources of information also indicate that the subject is a child with problems, early referral, study, and treatment may do much in preventing severe maladjustments in the future.

The K D Proneness Check List

A SECOND screening device for use in the identification of those boys and girls who are delinquency-prone is the *K D Proneness Check List*.

DESCRIPTION

The Check List, like the Scale, was constructed and later revised on the basis of research in the field of delinquent behavior. It is essentially a list of those personal and environmental factors that have been reported to be associated frequently with delinquent behavior.

USE OF THE CHECK LIST

The Check List is intended for use not only by the classroom teacher but also by any professional worker who come in contact with the subjects for an extended period of time. In many cases it will be desirable to have various parts of the Check List filled out by different individuals, depending on the extent to which each one of them is familiar with various types of information about the child. The Check List should never be used without a careful study of all data such as may be derived from cumulative records in school or case data within the files of a child-serving agency or after several visits to the home and prolonged contacts with the various family members. Most schools that have comprehensive records already have much of the background material and information required for effective use of the Check List.

It is recommended that the Check List always be used in conjunction with the Delinquency Proneness Scale. The two types of information supplement each other and permit more accurate identification of the delinquency-prone child than either one used separately. There will not always be complete agreement between the two instruments in identifying a given youngster as probably delinquent, but even children for whom the Scale and Check List results do not agree should receive further attention from the appropriate professional worker.

INTERPRETING CHECK LIST RESULTS

A child's "score" on the Check List is simply the number of items which have been checked in the "Yes" column. This is an index of the number of unfavorable elements in his personality or environment that may be conducive to the development of delinquent behavior. The following table may be employed as a rough guide in interpreting the total number of items checked "Yes."

TABLE 6. Interpretive Scores Based on Number of Items Checked "Yes" on the *K D Proneness Check List*

NUMBER OF "YES" CHECKS	INTERPRETATION
30 or more	Warrants high priority for study
10-30	Merits attention
1-10	Evidences slight susceptibility

WILLIAM C. KVARACEUS, Professor of Education, Boston University

Name of Subject..... Boy..... Girl..... Date.....

Last Birthday Years. School (or Group) Checker(s)

Before using this Check List study the Manual of Directions carefully, particularly that section pertaining to the use of the Check List. For each item place a check in the appropriate "Yes," "No," "?" column. Count the number of check marks in each column and enter numbers in the spaces provided at the end of the Check List. A large number of checks in the "Yes" column will indicate a child who is amenable to the establishment of delinquent patterns of behavior. Those characteristics which have the greatest bearing on potential delinquent behavior are marked with an asterisk.

The sources from which information is obtained should be entered in the proper spaces at the end of the Check List. For example, such as "Cumulative Records," "Child-serving Agency," and "Parents" will be made.

[illegible]

1. Is between 10 and 16 (if boy); 12 and 16 (if girl)
- *2. Is below average in academic aptitude
3. Is in poor health
4. Has physical defect
- *5. Reacts to situations in overly aggressive manner
- *6. Attends movies at least twice a week
- *7. Never belonged to a club or organization
- *8. Shows lack of success in out-of-school activities
9. Avoids positions and activities involving responsibilities
- *10. Has previous record of delinquent behavior
- *11. Evidences a philosophy of "good" or "bad" luck
12. Is satisfied with self
- *13. Associates with others who are or have been delinquent
14. Declares he is afraid of nothing
- *15. "Runs" with a "gang"
16. Is the middle child in a large (five or more) family
17. Has three or more sisters
18. Is slovenly and unkempt in appearance
19. Seldom attends church or Sunday school

20. Birth unplanned or accidental
- *21. Family broken by divorce, desertion, or death
- *22. Relationships in family life unwholesome
- *23. Emotional conflicts between parents
- *24. Emotional conflicts between siblings
- *25. Emotional conflicts between parents and siblings
- *26. Poor home discipline (very lax, extremely rigid, or very erratic)
- *27. Overindulgence exhibited toward child
- *28. Feels disliked or unwanted
- *29. Drunkenness in family
30. Much nagging among family members

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